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ABSTRACT

Using the "Celebrate the Century" stamp series, this U.S. Postal Service series commemorates the 20th-century and teaches students about the people, places, and events that have shaped this nation during the past 100 years. Each kit is designed to be taught as a complete and independent unit. This kit, which focuses on the 1990s, contains: (1) 10 teacher's lesson cards; (2) a resource guide; (3) 30 topic cards; (4) 30 student magazines; (5) a poster; (6) assorted other materials for balloting and storage. The 10 lesson topics include: (1) "Celebrate the Century Vote!"; (2) "Let's Get Stamping!"; (3) "A 90's Round Robin Story"; (4) "Windows on the Future"; (5) "Beasty Game"; (6) "Alien World"; (7) "Your Magnificent Museum"; (8) "Dinosaur Dig"; (9) "How Have We Changed?"; (10) "Fun in the Nineties." In addition to these kits, the U.S. Postal Service is celebrating the 20th century by issuing a limited-edition sheet of 15 commemorative stamps for every decade. (LB)

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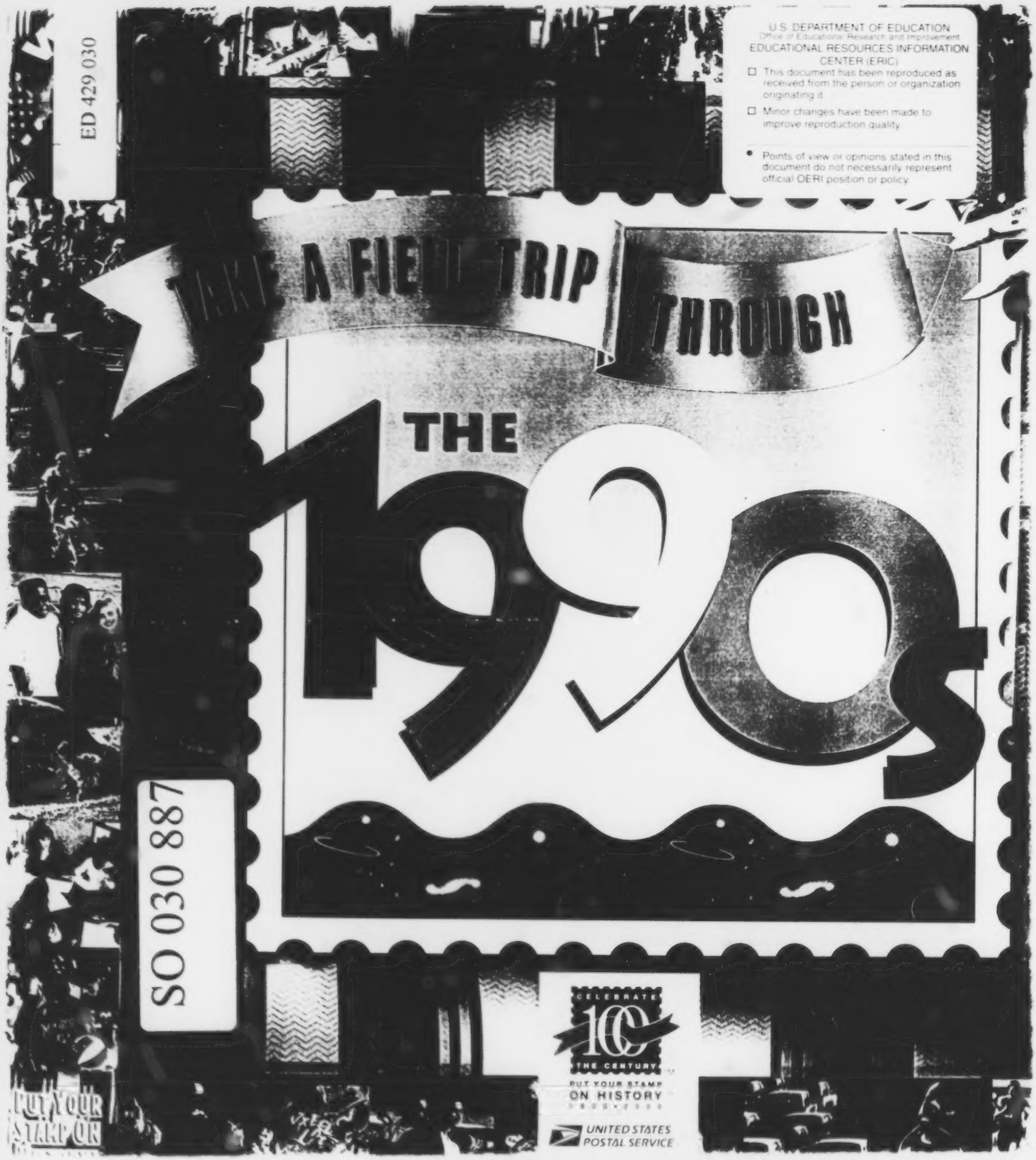
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TAKE A FIELD TRIP THROUGH
THE 1990s
SO 030 887
PUT YOUR STAMP ON
CELEBRATE THE CENTURY
PUT YOUR STAMP ON HISTORY
1900 • 2000
UNITED STATES POSTAL SERVICE

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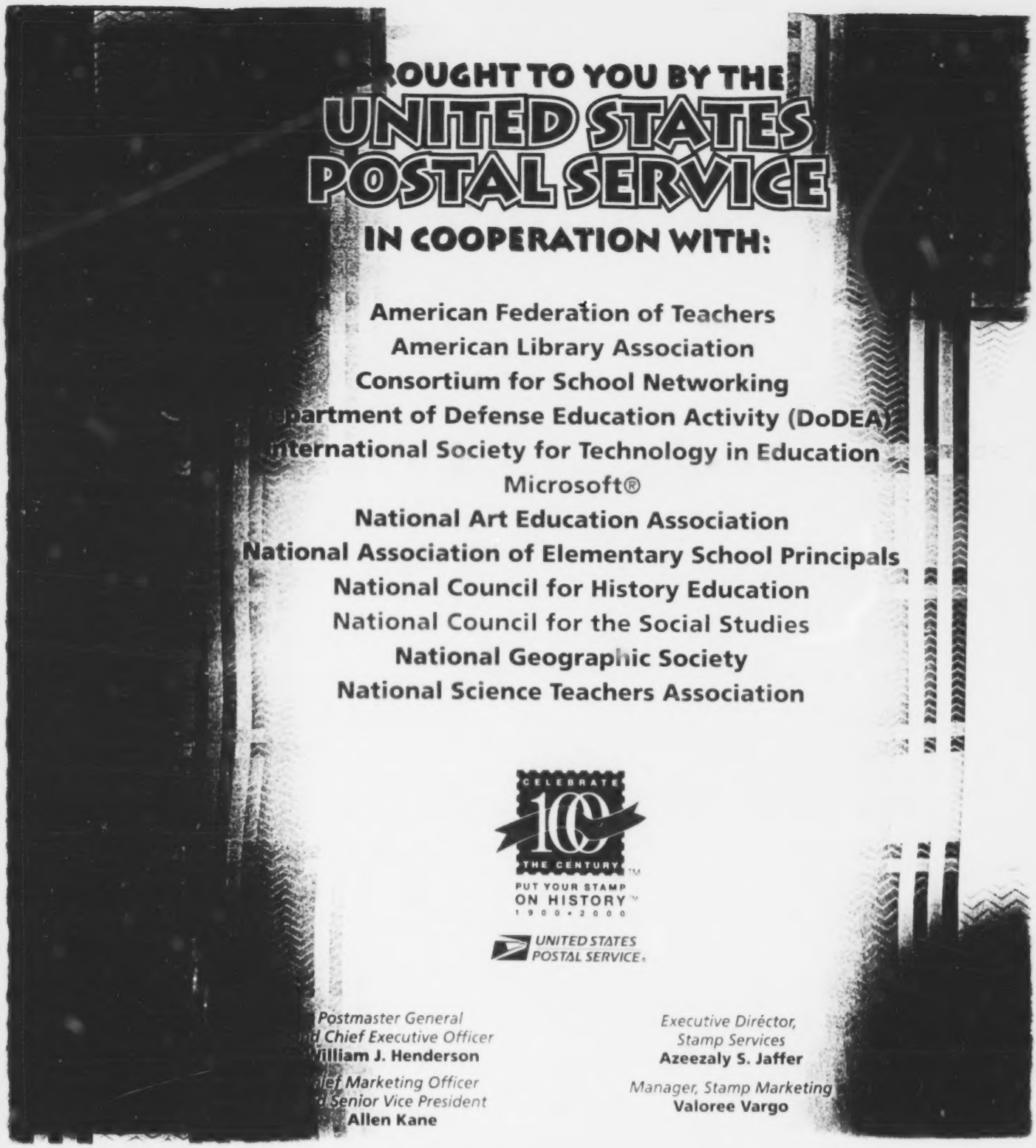

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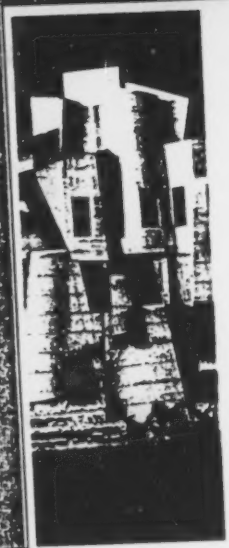

TAKE A FIELD TRIP THROUGH THE 1990S

Your students can not only record history but actually help make it by voting for their favorite stamp subjects of the 1990s!

On this leg of our journey through the twentieth century, our supersonic mail carrier will fly from charted territory into the unknown, as events continue to unfold around us.

The 1990s belong to your students. Their votes let them leave behind a snapshot of events, trends, fashions, and crazes of "their" decade. Students will have the opportunity to see how the Gulf War, a strong economy, and Cultural Diversity have affected their lives. They'll also learn about the origins of the World Wide Web and explore Mars as seen by the Mars Global Surveyor. They can recall how they thrilled to the dinosaurs in *Jurassic Park* and cried as the *Titanic* sank beneath the ocean.

From Junior Golf and Inline Skating to Cellular Phones and Home Offices, from Coffee to Interplanetary Exploration, your students will learn about the 1990s as they help record some of the key events that have already shaped the decade. At the same time, their votes are actually helping define history through stamps. It's the ideal way to excite kids about history and to Celebrate The Century™!

Ready for departure? Begin with the Resource Guide in Pocket 1.

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AZEEZALY S. JAFFER
EXECUTIVE DIRECTOR, STAMP SERVICES

UNITED STATES POSTAL SERVICE

VOTE BY MAY 30, 1999

January 1999

Dear Teacher or Librarian:

It's hard to believe that the 1990s are about to become history! With your fifth kit in the Celebrate The Century™ Education Series, the United States Postal Service invites you to explore the decade that your students helped to create.

Your 1990s decade kit gives you a special teaching opportunity. With it, you can connect your children to the history of our country in a new and exciting way. The kit can be used in years to come to teach students about the 1990s.

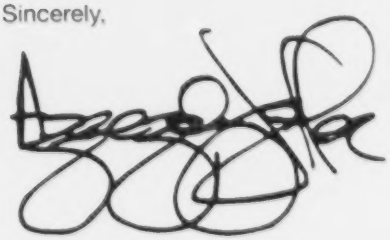
With the vote, your students can make history too. The commemorative stamps that are issued for the Celebrate The Century program, 1900 through 1999, will be our legacy into the new millennium.

Your students' votes are very important—in fact, approximately 25 percent of votes cast for the 1950s to 1970s were from children! The subjects from the 1990s that are voted winners will be issued as stamps in January 2000.

The next curriculum kit will cover the first half of the 20th century, 1900s to 1940s, and will be delivered to you in August. That will complete the Celebrate The Century Education Series. Watch for exciting new teaching units that will feature popular commemorative stamps.

We hope that we have helped you to inspire your students with a love of history, the importance of informed voting, and an understanding of the wonderful world of commemorative stamps.

Sincerely,



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VOTE!
Stamp On History
RESOURCE GUIDE
TAKE A FIELD TRIP THROUGH
THE 1930s
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CELEBRATE 100 THE CENTURY
PUT YOUR STAMP ON HISTORY 1900•2000
UNITED STATES POSTAL SERVICE
PUT YOUR STAMP ON HISTORY!
6

CURRICULUM GRID

	ART	CITIZENSHIP	GEOGRAPHY (U.S.A.)	HISTORY (U.S.A.)	LANGUAGE ARTS	LIBRARY RESEARCH	MATH	MUSIC	PHYSICAL EDUCATION	SCIENCE	SOCIAL STUDIES	TEAMWORK	TECHNOLOGY EXTENSION
Lesson 1 **Celebrate The Century™ Vote**		✈		✈			✈						✈
Lesson 2 Let's Get Stamping!				✈		✈							✈
Lesson 3 A '90s Round Robin Story				✈	✈							✈	✈
Lesson 4 Windows on the Future	✈				✈	✈				✈		✈	✈
Lesson 5 Beasty Game	✈						✈			✈		✈	✈
Lesson 6 Alien World					✈						✈	✈	✈
Lesson 7 Your Magnificent Museum	✈			✈	✈	✈							✈
Lesson 8 Dinosaur Dig					✈					✈			✈
Lesson 9 How Have We Changed?				✈	✈						✈		✈
Lesson 10 **Fun in the Nineties**	✈			✈	✈		✈		✈		✈		✈

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Introduction To THE 1990s

"It's the economy, stupid!" "If it doesn't fit, you must acquit." Surf the Web. "No more Vietnams." Life on Mars? "Yada, Yada, Yada." The end of a decade and the end of the century are a natural time to pause and reflect on where we have been and where we are headed, both individually and as a nation.

Celebrate The Century™ has provided Americans with the opportunity to vote for stamp subjects that they believe hold significance for each decade of the twentieth century. By carrying the program through the 1990s, we are asking the public not just to commemorate the past, but to look forward into the future. Your votes will offer a prediction of what might prove to be most important about the 1990s. In this respect, Celebrate The Century™ is part of a larger national conversation about the meaning of the recent past and our vision of the future. CTC™ offers a chance for you to "make the call."

How do you assess the ultimate significance of trends that are just beginning to emerge, of events that are just now unfolding around us? This conversation will continue well into the next century, as Americans struggle to reach consensus about which events define our national experience and hold long-term significance. Sometimes this involves a struggle among competing interests and differing perspectives, which take time to resolve. It also takes time for historic records to become available, and for the individuals involved in current and past events to share their stories. This is why historians generally permit time to pass so that they can gain some perspective on past events.

While the importance of landmark political events is often immediately evident, it takes longer for the significance of trends affecting the day-to-day lives of ordinary people to become clear. Some general themes that have been part of the conversation throughout the century include the position of the U.S. in world affairs, the development of a global economy, demographic changes (from immigration to the baby boom), and the impact of scientific discoveries and technological change. Changes in American culture are reflected in our art, music, and literature, as well as by celebrities and sports heroes. Fads and popular pastimes, however frivolous they may seem, also say something about who we are as a nation. From big bands to rock 'n' roll, from *I Love Lucy* to *Seinfeld*, popular culture helps define us as Americans.

Some clear trends have emerged during the 1990s, such as the increasing diversity of our nation's population, and the power of computers to transform our daily experience. Other trends will only become clear over time, as we continue to watch the contours of the post-Cold War world emerge, punctuated by events such as the continuing expansion of NATO, the democratization of the former Soviet Union, and the emergence of a truly global economy. The outcome of this ongoing conversation depends on you. The more you learn about American history and culture and the more engaged you become in the conversation about our nation's past and future, the more you will be able to "put your stamp on history™."

How to Use Your 1990s Celebrate The Century™ Education Kit

Your 1990s kit should contain:

- Welcome Letter from the U.S. Postal Service
- 10 Teacher's Lesson Cards
- 1 Resource Guide
- 30 Topic Cards
- 100 Ballots
- 1 Ballot Return Envelope
- 30 Student Magazines
- 1 Poster

Your 1990s Celebrate The Century™ Education Kit is the fifth in a series of six kits that will span the 20th century. Each kit is designed to be taught as a complete and independent unit.

If any component of your kit is missing, you can write to us at: Celebrate The Century™ Education Series, United States Postal Service, PO BOX 44342, Washington, DC 20078-0001, or call 1-(800)-450-INFO.

The Objectives:

Your 1990s kit is designed with the following objectives in mind:

- To enrich and supplement your existing curriculum
- To teach children U.S. history with interactive, hands-on lessons
- To enable your students to participate as educated voters in the United States Postal Service's Celebrate The Century™ vote

The Vote:

This is the last call for votes! As we head toward the year 2000, the U.S. Postal Service is celebrating the twentieth century by issuing a limited-edition pane of 15 commemorative stamps for every decade. Because we wanted this to be a uniquely American celebration, we have invited all Americans—including kids—to vote on the stamps! This vote for the 1990s is the last chance you and your students will have to "Put Your Stamp On History™" by voting for the Celebrate The Century™ stamps. Be sure your students vote!

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WHICH PEOPLE, EVENTS, AND TRENDS SHOULD APPEAR ON STAMPS TO COMMEMORATE EACH DECADE?

The American public will decide. People will find their Celebrate The Century™ ballots in post offices all across the country. The first Celebrate The Century™ ballot covered the 1950s. We did not begin with the 1900s because of what our research with the American public told us. In general, people want to vote on stamps for the second half of the century. They told us to let our official Citizens' Stamp Advisory Committee decide on the stamps for the first half of the century.

THE TIMELINE

Receive	Teach	Vote
1950s Kit Jan. 1998	Jan./Feb. 1998	Feb. 1998
1960s Kit April 1998	April/May 1998	May 1998
1970s Kit Sept. 1998	Sept. 1998	Sept. 1998
1980s Kit Jan. 1999	Jan. 1999	Feb. 1999
1990s Kit Apr. 1999	April 1999	May 1999
	August 1999	

THE CLASSROOM

We hope that you will enjoy teaching with your Celebrate The Century™ kit. Here are a few suggestions to help you to use it effectively:

- Review the Curriculum Grid. Use the lessons that best fit your curriculum. Modify any lesson as needed.

- Please note that you don't need to complete all the lessons to vote.

- The official U.S. Postal Service voting period for 1990s commemorative stamp subjects will be through May 1999. Entries should be mailed no later than May 31, 1999.

- If your class needs to vote right away, distribute the student magazine, have children complete games, and then vote. Continue your program with the lessons.

- Watch for your Celebrate The Century™ 1900-1940s kit. It will arrive in August 1999.

- We hope this kit will be useful as you continue to teach contemporary U.S. history, even after the 1990s voting is over.

- Most important, have fun teaching the 1990s. The Celebrate The Century™ Education Series and stamp collecting are terrific teaching tools with which to get kids excited about history.

THE 1990s

How to Mail Your Class' 1990s Vote

- Students should vote in class on the official U.S. Postal Service ballots included in your 1990s kit.
- Students may vote for up to (but no more than) three topics in each of the five categories. They may vote for up to 15 topics altogether.
- Students should use dark ink or a soft, dark pencil to check squares.

  Please be sure that they fill in all information on the ballot.
- Collect all of the ballots.
- Mail all of your students' ballots in the enclosed postage-paid envelope on or before May 31, 1999.

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LESSON 1

Worksheet

1990s Voting Tally Chart

TOPIC # 1 Total Votes_____ # Girls _____ # Boys _____	TOPIC # 2 Total Votes_____ # Girls _____ # Boys _____	TOPIC # 3 Total Votes_____ # Girls _____ # Boys _____	TOPIC # 4 Total Votes_____ # Girls _____ # Boys _____	TOPIC # 5 Total Votes_____ # Girls _____ # Boys _____
TOPIC # 6 Total Votes_____ # Girls _____ # Boys _____	TOPIC # 7 Total Votes_____ # Girls _____ # Boys _____	TOPIC # 8 Total Votes_____ # Girls _____ # Boys _____	TOPIC # 9 Total Votes_____ # Girls _____ # Boys _____	TOPIC # 10 Total Votes_____ # Girls _____ # Boys _____
TOPIC # 11 Total Votes_____ # Girls _____ # Boys _____	TOPIC # 12 Total Votes_____ # Girls _____ # Boys _____	TOPIC # 13 Total Votes_____ # Girls _____ # Boys _____	TOPIC # 14 Total Votes_____ # Girls _____ # Boys _____	TOPIC # 15 Total Votes_____ # Girls _____ # Boys _____
TOPIC # 16 Total Votes_____ # Girls _____ # Boys _____	TOPIC # 17 Total Votes_____ # Girls _____ # Boys _____	TOPIC # 18 Total Votes_____ # Girls _____ # Boys _____	TOPIC # 19 Total Votes_____ # Girls _____ # Boys _____	TOPIC # 20 Total Votes_____ # Girls _____ # Boys _____
TOPIC # 21 Total Votes_____ # Girls _____ # Boys _____	TOPIC # 22 Total Votes_____ # Girls _____ # Boys _____	TOPIC # 23 Total Votes_____ # Girls _____ # Boys _____	TOPIC # 24 Total Votes_____ # Girls _____ # Boys _____	TOPIC # 25 Total Votes_____ # Girls _____ # Boys _____
TOPIC # 26 Total Votes_____ # Girls _____ # Boys _____	TOPIC # 27 Total Votes_____ # Girls _____ # Boys _____	TOPIC # 28 Total Votes_____ # Girls _____ # Boys _____	TOPIC # 29 Total Votes_____ # Girls _____ # Boys _____	TOPIC # 30 Total Votes_____ # Girls _____ # Boys _____

LESSON 2

Worksheet A

Stamp Treasure Hunt

Would you recognize a valuable stamp if you found one in your attic? Below are some stamps that have been reproduced in black and white. (The real stamps are in color.) Each stamp shows its name and the year it was issued. Some are worth a lot of money and some are not. Which price below goes with which stamp? Guess! Put one price next to each stamp. Your teacher has the correct answers.

Stamp Prices:

$ .25	$400	$5.50	$3,000	$1,250	$26,000
$ .50	$1.40	$40,000	$ .60	$1,100,000	$500

1. $2.40 Moon Landing with black ink omitted, 1989

Your Guess: _____
Real Price: _____

2. 10-cent George Washington, 1847

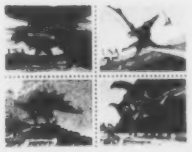
Your Guess: _____
Real Price: _____

3. 2-cent Red Cross, 1931

Your Guess: _____
Real Price: _____

4. 2-cent Red Cross with red cross omitted, 1931

Your Guess: _____
Real Price: _____



5. 25-cent block of four with black ink omitted, 1989

Your Guess: _____
Real Price: _____

6. 29-cent Desert Five Spot, 1992

Your Guess: _____
Real Price: _____

7. 2-cent Bust of Abraham Lincoln, 1909

Your Guess: _____
Real Price: _____

8. 24-cent Curtiss Jenny, 1918

Your Guess: _____
Real Price: _____

9. 24-cent Curtiss Jenny, Center Inverted, 1918

Your Guess: _____
Real Price: _____

10. 25-cent "China Clipper" over the Pacific, 1935

Your Guess: _____
Real Price: _____

11. 6-cent Lincoln, 1882

Your Guess: _____
Real Price: _____

12. 32-cent Little Orphan Annie, 1995

Your Guess: _____
Real Price: _____

Hints: Stamp price depends on things such as how rare or unusual the stamp is and what condition it is in. A printing error can make a stamp more valuable. All stamps above are unused and in "Fine" condition.

LESSON 2

Stamp Talk

Worksheet B

Here are some terms that most serious stamp collectors know:

Alteration: A real stamp that has been "fixed" in some way to make it look more valuable. For example, gum may have been added to the back.

Approvals: Stamps that a dealer sends to a possible buyer. "Approval" stamps must be bought or returned to the dealer within a certain period of time.

Block: A group of stamps that is not separated and is at least two stamps high and two stamps wide.

Bogus: A completely fake, worthless "stamp" created only for sale to collectors. For example, a "bogus" stamp might be a stamp from a nation without any postal system.

Cachet (ka-SHAY): A special design on the left side of an envelope that relates to the stamp or cancellation. A "cachet" might appear on a cover cancelled on the first day of a stamp's issue.

Cancellation: A mark that a postal authority places on a stamp to show that it has been used. It usually consists of a circular date stamp and "killer" bars.

Centering: The position of the stamp design on the paper; a perfectly "centered" stamp is one with the design positioned with exactly even margins around it.

Condition: "Condition" refers to details such as centering, color, gum, and absence of physical damage. It is important to the value of a stamp.

Counterfeit: A stamp that has been created to resemble a genuine stamp either to fool collectors or defraud the postal authorities.

Cover: An envelope with a stamp on it and postal markings which has gone through the mail.

Denomination: The postage value that appears on the stamp, for example, 33 cents.

Duplicates: Extra copies of a stamp that can be sold or traded.

Error: A stamp with something incorrect in its design, or a major production flaw such as failure to print a color or punch perforations.

First Day Cover: An envelope with a new stamp and a cancellation that shows the date the stamp was issued.

Gum: The coating of glue on the back of an unused stamp.

Hinges: Small strips of gummed paper used by collectors to attach their stamps to album pages.

Issue Date: The day a specific stamp is first issued or goes on sale at the post office.

Mint Stamp: Unused stamp.

On Paper: When a stamp has some of the original envelope or wrapper stuck to it, the stamp is "on paper."

Pane: A full "sheet" of stamps as sold by the post office.

Perforations: Lines of small holes or roulettes between rows of stamps that make the stamps easy to separate.

Philately: Stamp collecting.

Revenue Stamps: Stamps that were issued for collecting taxes and are not valid for postage.

Secret Marks: These are tiny reference points in a stamp's design to foil attempts at counterfeiting and to mark the difference in look-alike issues.

Stampers™: Kids who collect stamps.

Stock Sheets: Special pages with plastic for saving stamps.

Strip: Three or more unseparated stamps in a row.

Tied On: A tied on stamp has a postmark that touches the envelope.

Tongs: A tool used to handle stamps. It looks like tweezers with rounded or flattened tips.

Unused stamp: The condition of a stamp that has no cancellation or other sign of use.

Used: A stamp that has been canceled.

Watermark: A design pressed into stamp paper when the paper is being manufactured to prevent counterfeiting.

LESSON 2

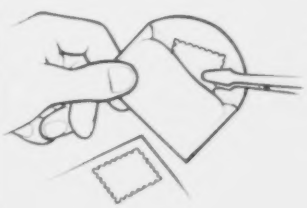
Worksheet C

How To Save Your Stamp

What value does your stamp have? To find out, look it up in a stamp catalog. (Catalogs are usually available in your local library and are sold at the post office.) Or you might show it to a philatelic (stamp collecting) expert. Your stamp's value will depend on its condition, as well as how rare it is and how much other collectors want it. Old stamps are often more valuable than new stamps. That means the new stamps you save today may be worth much more at some time in the future.

Stamps that are unused and well-preserved are often more valuable than stamps that have been used. Old stamps are usually more valuable on the envelope than off—especially if the cover (envelope) has extra postal markings or unusual stamp combinations. Find out before you clip stamps off.

To Save Your Unused or Used Stamp



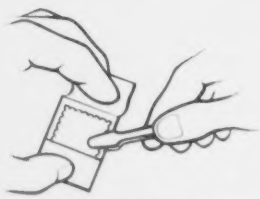
Storing and caring for stamps

- Touch your stamp as little as possible. The invisible oil and dirt from your fingers create "wear" on the stamp. If possible, use stamp tongs to handle your stamp. Stamp tongs look like tweezers with flattened tips. (Real tweezers are too sharp to use.)

- Save your stamp in a secure place on a stock sheet, or you can save it in an album or on a Stampers™ Card.

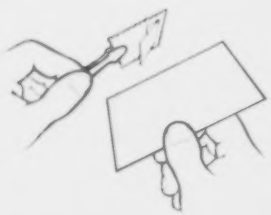
If you use Stampers Cards, be sure that you have a special box or place to keep your cards safe and dry.

Stampers Cards come with mounts. They are small, clear plastic envelopes made for stamps. Put the stamp into the mount, then stick the mount onto your card. The mount is very important in preserving your stamp's value. It keeps the stamp clean and new looking. Remember, touch your stamp as little as possible.



Using a mount

- Mounts can be bought at a philatelic center or from a stamp dealer. You can use mounts to put your stamps into an album, too.



Stampers Card and hinge

- If you use an album, don't glue or tape your stamp to the page. That will lessen or destroy the value of your stamp. Instead, use a mount or a hinge to attach the stamp to the page. Hinges are inexpensive and can be purchased from philatelic centers or from stamp dealers. A hinge is a small strip of paper that has adhesive on it.

To hinge a stamp to your album page, fold the hinge and moisten the tips. Stick one tip onto the back of your stamp and the other tip onto your album page and press. Don't stick more of the hinge onto the stamp than you need to. The more of a mark the hinge leaves on the back of a mint stamp, the less the stamp will be worth.

How to Remove Your Used Stamp from an Envelope

To remove a stamp from an envelope float the envelope, stamp side down, in a pan of water. After about five minutes, the stamp will detach and float away from the envelope. Carefully remove the stamp from the water. Use your thumb to gently rub all extra sticky stuff from the back.

Put the washed stamp on paper towels to dry. Once dry, the stamp should be pressed between the pages of a telephone book for 24-36 hours.

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LESSON 5

Worksheet A

Every cell in the human body has 23 pairs of chromosomes. For every single pair you have, one of the chromosomes comes from your mother and one of the chromosomes comes from your father. Each chromosome (except the "Y" chromosome) has thousands of genes on it. (The "Y" chromosome, which is only in males, has only a few dozen genes on it.) Genes determine a great deal for your body: how you look, how you grow, what diseases you might be vulnerable to, and maybe even how fast you run!

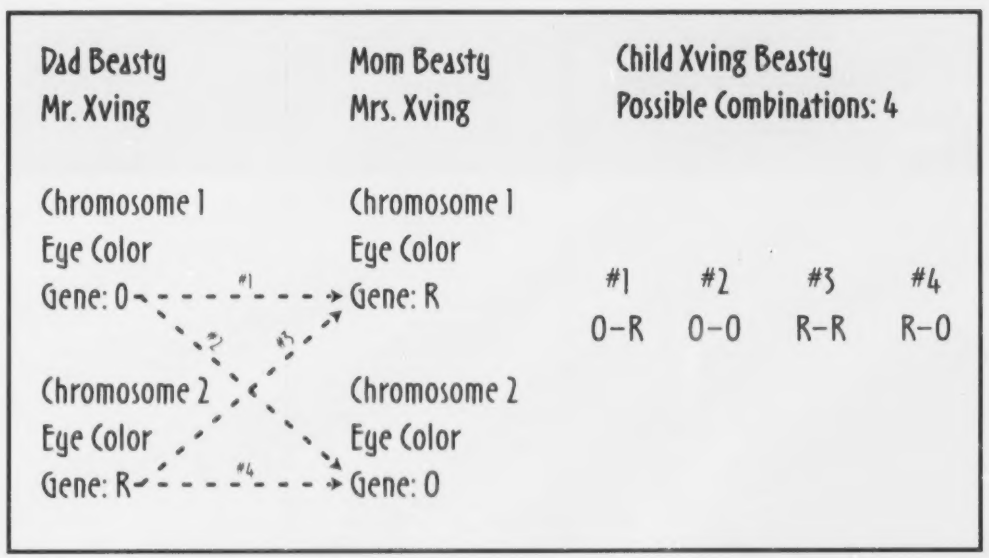
All of our chromosomes are matched pairs. That means that every trait has two genes. (A trait is one specific thing about someone, such as eye color.) One of the genes is on one chromosome; the other gene is on its matching chromosome.

But because one chromosome comes from the mother and one from the father, the genes on the paired chromosomes can be very different!

What happens when the two genes for one trait are different? It depends. Some genes "blend" in a way and influence each other. But some genes are "dominant" and some genes are "recessive." "Dominant" means that the gene is "expressed," or shows up in the person's body, no matter what. If it is paired with a recessive gene, only the dominant gene is expressed. "Recessive" means that the gene is expressed only if both genes are recessive. If you have blue eyes but both of your parents have brown eyes, it means that you got one recessive blue eye gene from each of your parents.

Beasties Eye color: R= Red. O= Orange. Red is dominant over Orange.

How many combinations of these chromosomes can there be? Here's the answer:



What is the probability that Mr. and Mrs. Xving's child would have orange eyes?

Probability =___ in 4 or ___%.

What is the probability that Mr. and Mrs. Xving's child would have one red eye-color gene and one orange eye-color gene? Probability = ___ in 4 or ___%.

Look at the "possible combinations" of genes in the chart above. If Mr. and Mrs. Xving had four children and each child had a different combination of genes (as in the chart above), how many children would have red eyes? ___ How many children would have orange eyes? ___ . Why? (Remember, red is "dominant" over orange. That means any time red is paired with orange, you will see only the red.)

LESSON 5

Worksheet B

BEASTY GAME INSTRUCTIONS

The object of the game is to figure out which beasty child goes with which set of beasty parents.

1. Complete Worksheet C, PART 1.

2. Complete Worksheet C, PART 2.

3. Draw the beasty families. Make sure the beasties show their dominant traits in your drawings.

   - Draw each beasty family's mom and dad together on one piece of paper. Under the picture of the beasty parents, write their last name. When finished, you should have four pieces of paper, one for each set of parents.

   - Draw each beasty child on a separate piece of paper. Write the beasty child's name under it: FIRST NAME ONLY, NOT LAST NAME. Leave a blank for the last name! When finished, you should have four pieces of paper, each showing one beasty child.

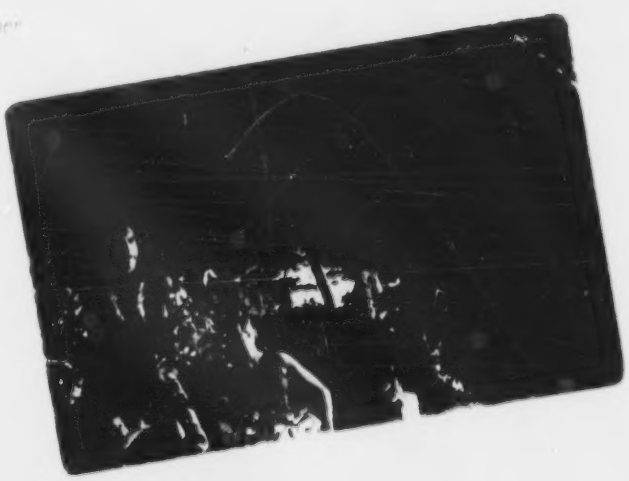
4. When ready, give another team your four beasty parents drawings and your four beasty-child drawings. Also give them Worksheet C, PART 1. (Do NOT give them your key, PART 2!)

5. You should get the other team's four beasty parents drawings, four beasty child drawings, and their Worksheet C, PART 1.

6. Figure out which beasty child goes with which beasty parents. You can tell by working it out which genes are dominant and which are recessive.

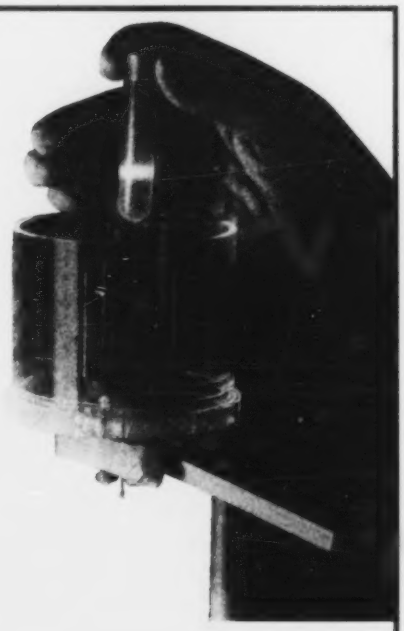
7. Write down the beasty child's last name.

8. When both teams are finished, check on the other team's answer key to see if you were right or wrong—or whether the other team made a mistake!



LESSON 5

Worksheet C



BEASTY GAME

PART 1

Team member's names:

_____

_____

_____

_____

Figure out five "traits" for your beasty. "Traits" can be human or nonhuman! Examples of "traits" are color, hands, tentacles, claws, eyes, light sensors, gills, fins, webbing, toes, bumps and lumps, radar sensors, or anything else you can think of! "Traits" are just the way your beasty looks. Each trait must have two ways it can appear. One way will be "dominant." One way will be "recessive." For example, claws could be smooth (dominant) or sharp (recessive); tentacles could be purple (dominant) or green (recessive); number of eyes could be two (dominant) or four (recessive). Use your imagination to make up new ones!

Our beasty is called a _____.

These are its traits:

Trait 1: Dominant _____ Recessive _____

Trait 2: Dominant _____ Recessive _____

Trait 3: Dominant _____ Recessive _____

Trait 4: Dominant _____ Recessive _____

Trait 5: Dominant _____ Recessive _____

LESSON 5

Worksheet C

PART 2

This part of the worksheet is your answer key. Keep it secret!
Create four beasty families. Give each family a last name and give the beasty child a first name, too. Then mix and match the dominant and recessive genes for your five beasty traits in each mom, dad, and child! (For an example, see Worksheet A.) Make sure each family has a different mixture of genes.

Beasty Family #1 Name: Mr. and Mrs. _____ Child's first name: _____

Mom Beasty		Dad Beasty		Child Beasty
Trait 1: _____		Trait 1: _____		Trait 1: _____
Trait 2: _____	+	Trait 2: _____	=	Trait 2: _____
Trait 3: _____		Trait 3: _____		Trait 3: _____
Trait 4: _____		Trait 4: _____		Trait 4: _____
Trait 5: _____		Trait 5: _____		Trait 5: _____

Beasty Family #2 Name: Mr. and Mrs. _____ Child's first name: _____

Mom Beasty		Dad Beasty		Child Beasty
Trait 1: _____		Trait 1: _____		Trait 1: _____
Trait 2: _____	+	Trait 2: _____	=	Trait 2: _____
Trait 3: _____		Trait 3: _____		Trait 3: _____
Trait 4: _____		Trait 4: _____		Trait 4: _____
Trait 5: _____		Trait 5: _____		Trait 5: _____

Beasty Family #3 Name: Mr. and Mrs. _____ Child's first name: _____

Mom Beasty		Dad Beasty		Child Beasty
Trait 1: _____		Trait 1: _____		Trait 1: _____
Trait 2: _____	+	Trait 2: _____	=	Trait 2: _____
Trait 3: _____		Trait 3: _____		Trait 3: _____
Trait 4: _____		Trait 4: _____		Trait 4: _____
Trait 5: _____		Trait 5: _____		Trait 5: _____

Beasty Family #4 Name: Mr. and Mrs. _____ Child's first name: _____

Mom Beasty		Dad Beasty		Child Beasty
Trait 1: _____		Trait 1: _____		Trait 1: _____
Trait 2: _____	+	Trait 2: _____	=	Trait 2: _____
Trait 3: _____		Trait 3: _____		Trait 3: _____
Trait 4: _____		Trait 4: _____		Trait 4: _____
Trait 5: _____		Trait 5: _____		Trait 5: _____

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LESSON 6

Worksheet

Your Alien Culture

Answer all of the questions below to create your alien culture. Try to think what really might be true about another race of intelligent living creatures. Get your imaginations working! Use more writing paper if you need to.

1. Describe your alien. What does it look like? How big is it? Does it breathe, and if so, what does it breathe? (Don't forget—it must be able to live on the new planet that the class created together.) What is the alien personality like—shy, outgoing, angry, likely to argue, happy? _____

2. Are there males and females in your alien race? If so, how are they different? Are they treated differently? Do they have equal rights and equal opportunities? Do they do the same work? _____

3. Describe your aliens' world: _____

4. What do your aliens eat? _____

5. How do your aliens get their food? Do they hunt or farm? Do they create it some other way? _____

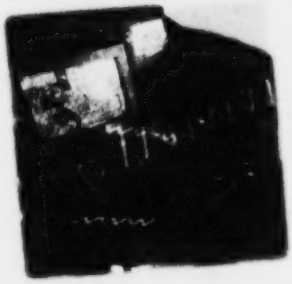
6. What is the alien language like? Do they have names? _____

7. How do your aliens dress? _____

8. What do your aliens do for fun? Describe games and entertainment. _____

9. Create a special holiday for your alien. (It might celebrate something special about the aliens' home planet or the aliens' religion.) _____

If your alien suffers from discrimination and prejudice at the hands of another race, what might the other race dislike about your alien? (Don't forget—what they dislike may be completely unfair!)



Web sites for THE 1990s

A technical note to the teacher:
You may need to download items such as QuickTime VR or Superscape Viscape to view movies or RealAudio to listen to audio clips. You may also need to update your browser, such as Microsoft Internet Explorer or Netscape Navigator, to the newest version. All these are available free from various Web sites. Generally you can find a link to the free upgrade from a Web site that requires the newer version of the software.

However, plan ahead to have at least an hour to download the updates and to set up these sites on your computer, or ask a computer-savvy student or parent volunteer to do so before the rest of the class tries to use them. Note that there are different equipment requirements to run various movie and sound clips. Intel offers links to 500 virtual reality Web sites, including Venice, Stonehenge, the Forbidden City, and art masterpieces through <http://www.intel.com/cpc/explore>. The BBC's Gulf War 15-minute clips have voices of major figures from the war and downloads while you listen to it. Other sites have rich, interesting information that can expand what students can learn about the various topics.

Because many of the topics of the 1990s are relatively new, the sites listed below generally go beyond what is listed on the Topic Cards to provide background information, lesson plans, etc., but not all are written in vocabulary appropriate for elementary readers.

PEOPLE & EVENTS

Frontline's "The Gulf War" sponsors a site about the Gulf War with maps, oral histories, and a chronology <http://www.pbs.org/wgbh/pages/frontline/gulf/index.html>.

Read reports written by children on endangered species worldwide <http://www.schoolworld.asn.au/species/reports.html>. Learn about issues surrounding endangered species <http://www.nwf.org/endangered/value>.

Explore links for multicultural education <http://www.isomedia.com/homes/jmele/mcultlink.html> and <http://curry.edschool.virginia.edu/go/multicultural> and at the National Association for Multicultural Education <http://www.inform.umd.edu/NAME/.index/table.html>.

SCIENCE & TECHNOLOGY

Get background on gene therapy <http://www.gene.com/AE/AB/IWT/Gene_Therapy_Overview.html>.

Learn about the origins and uses of the Internet <http://nic.merit.edu/documents/fyi/fyi20.txt> and <http://www.Austria.Eu.Net/iic>. Check out terms in NetLingo, an online dictionary with definitions of words that are emerging around the technology and community of the Internet and the World Wide Web <http://www.netlingo.com>.

View more about dinosaur fossil discovery from National Geographic <http://www.nationalgeographic.com/features/96/dinoeggs> and see The World of Dinosaurs stamps from 1997 <http://www.usps.com/images/stamps>..

Read information from NASA about John Glenn's work in space on his 1998 mission <http://www.lifesciences.nasa.gov/sts-95>.

Check out latest information from NASA about Mars missions at the Center for Mars Exploration <http://cmex-www.arc.nasa.gov>.

Read about virtual reality and atavars in the Webopaedia <http://webopedia.internet.com/Multimedia/Virtual_Reality>.

More Web sites for THE 1990s

ARTS & ENTERTAINMENT

How likely is it that a scientist could recover bacterium DNA from an insect trapped in amber? Read research from scientists and share the concepts with students at the *Jurassic Park* Bacterium! Web site <http://falcon.cc.ukans.edu/~jbrown/jurassic.html>.

Students who enjoyed the movie *Titanic* can share the life experiences of scientist Robert D. Ballard, who conceived the submersible camera that found the wrecked Titanic on the ocean floor <http://www.achievement.org/frames.html>.

Get background information on *Rent* or *Bring In 'Da Noise, Bring In 'Da Funk* and other award-winning Broadway shows at Tony Awards® Online <http://www.tonys.org>.

SPORTS

View videos of other home run records <http://www.chicagocubs.com>.

Read how they take the pictures in the X Games® <http://espnet.sportszone.com/xgames/summerx97/xtechnology.html>.

Visit the Adventure Team Outdoor Sports Web site <http://www.adventureteam.com> for information on rock climbing, backpacking, camping, skydiving, kayaking, canoeing, and more.

See Mark McGwire's profile, statistics and more at ESPN's Sportszone Web site <http://espn.sportszone.com/editors/mlb/chase/index.html>.

Talk about safety issues in inline skating, using content on safety gear, including helmets <http://www.rollerblade.com/getting_started/getting_started.html>.

Look for tips on treating blisters and information on inline skating <http://bird.taponline.com/inline/_tips>.

LIFESTYLE

Six science museums founded the Science Learning Network and put "virtual" activities for students on the Web <http://www.sln.org>. See which can help your students explore exhibits elsewhere or integrate with your other lessons.

OTHER SITES:

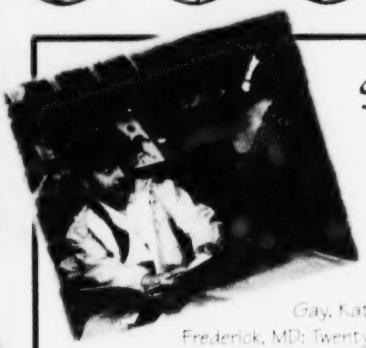
Let Congress know your views on questions concerning major issues or important subjects <http://www.netline-to-congress.com>.

Vote for '90s stamps online (during May 1999) <http://stampvote.msn.com>.

Play '90s games and use the favorite stamp page on the U.S. Postal Service Celebrate The Century™ Web page <http://www.usps.com/ctc>.

Check out the '90s ballot topics and play games at Encarta® Concise Encyclopedia Online <http://encarta.msn.com/ctc>.

Share your memories of the '90s with a pen pal. Join GeoMail, the National Geographic Pen Pal Network. Get an application online <http://www.nationalgeographic.com/kids>.



Suggested Reading List for Students

The 1990s

People & Events

Gay, Kathlyn. *Persian Gulf War.* Frederick, MD: Twenty First Century Books, 1996.

Kindersley, Anabel. *Children Just Like Me: Celebrations!* New York: DK Publishing, 1997.

McClung, Robert M. *Last of the Wild: Vanished and Vanishing Giants of the Animal World.* Illustrated by Bob Hines. New Haven, CT: Linnet Books, 1997.

Reimers, David M. *Land of Immigrants.* New York: Chelsea House, 1995.

Stotsky, Sandra. *Endangered Species, Wild and Rare.* New York: Chelsea House, 1996.

Science & Technology

Baeuerle, Patrick A. and Norbert Landa. *Ingenious Genes: Microexplorers: Learning About the Fantastic Skills of Genetic Engineers and Watching Them At Work.* Happauge, NY: Barrons Educational Series, 1998.

Balkwill, Frances R. *Amazing Schemes Within Your Genes.* Minneapolis: Carolrhoda Books, 1993.

Hamilton, John. *The Pathfinder Mission to Mars.* Minneapolis: Abdo & Daughters, 1998.

Hawkes, Nigel. *The New Book of Mars.* Illustrated by Richard Rockwood. Brookfield, CT: Copper Beech Books, 1998.

Horner, John R. and Don Lessem. *Digging Up Tyrannosaurus Rex.* New York: Crown Publishers, 1995.

Lauber, Patricia. *Journey to the Planets.* New York: Crown Publishers, 1993.

Leebow, Ken. *300 Incredible Things for Kids on the Internet.* Marietta, GA: Vip Publishers, 1998.

Lessem, Don. *Dinosaur Worlds: New Dinosaurs, New Discoveries.* Honesdale, PA: Boyds Mills Press, 1996.

Scott, Elaine. *Adventure in Space: The Flight to Fix the Hubble.* New York: Hyperion Books for Children, 1995.<None>

Scott, Elaine. *Close Encounters: Exploring the Universe with the Hubble Space Telescope.* New York: Hyperion Books for Children, 1998.

Wiese, Jim. *Cosmic Science: Over 40 Gravity-Defying, Earth-Orbiting, Space-Cruising Activities for Kids.* New York: John Wiley & Sons, 1997.

Wolff, Michael. *Kids Rule the Net.* New York: Wolff New Media, 1996.

Arts & Entertainment

Bergen, Lara Rice et al. *Find Your Way to the Lost World: Jurassic Park.* Los Angeles: Price Stern Sloan Publishers, 1997.

Brewster, Hugh et al. *882 1/2 Amazing Answers to Questions About the Titanic.* New York: Scholastic, 1998.

Glenn, Patricia Brown. *Discover America's Favorite Architects.* Illustrated by Joe Stites. New York: John Wiley & Sons, 1996.

Tanaka, Shelley. Illustrated by Ken Marschall. *On Board the Titanic.* New York: Hyperion Books for Children, 1996.

Wilkinson, Philip. *Amazing Buildings.* Illustrated by Paolo Donati. New York: DK Publishing, 1993.

Books

Dugard, Martin. *On the Edge: Four True Stories of Extreme Outdoor Sports Adventures.* New York: Demco Media, 1995.

Gutman, Bill. *Shooting Stars: The Women of Pro Basketball.* New York: Random House, 1998.

Kelly, J. *Superstars of Women's Basketball.* New York: Chelsea House, 1997.

Millar, Cam. *In Line Skating Basics.* New York: Sterling Publications, 1996.

American Library Association Newbery Award Winners from the 1990s:

1998 – Hesse, Karen. *Out of the Dust.* New York: Scholastic, 1997.

1997 – Konigsburg, E.L. *The View from Saturday.* New York: Atheneum, 1996.

1996 – Cushman, Karen. *The Midwife's Apprentice.* New York: Clarion Books, 1995.

1995 – Creech, Sharon. *Walk Two Moons.* New York: HarperCollins, 1994.

1994 – Lowry, Lois. *The Giver.* Boston: Houghton Mifflin, 1993.

1993 – Rylant, Cynthia. *Missing May.* New York: Orchard Books, 1992.

1992 – Naylor, Phyllis Reynolds. *Shiloh.* New York: Atheneum, 1991.

1991 – Spinelli, Jerry. *Maniac Magee.* Boston: Little, Brown, 1990.

1990 – Lowry, Lois. *Number the Stars.* Boston: Houghton Mifflin, 1989.

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Tips for Librarians

THE 1990s

Cultural Diversity

The 1990's saw an explosion in children's book publishing emphasizing books that reflect the diverse makeup of our country. Bring these books to the attention of children and families by sponsoring a multicultural book fair, celebrating the heritages of various ethnic groups through library programs, and highlighting the best in multicultural literature for children.

Hold an all-day multicultural book fair at the library where people can buy books, hear stories, and enjoy foods and crafts from local ethnic groups. Book-related activities at the fair can range from readings by a well-known children's book author, to story times that feature multicultural books, to mini-workshops on identifying and using quality multicultural books in classrooms. Invite parents, grandparents, teachers, children, and other book lovers to join in. By cosponsoring the fair with a Friends of the Library group, schools, bookstores, and businesses, libraries can strengthen existing partnerships and form new ones.

Present a series of cultural celebrations at the library that highlight books and other resources for children. Monthly programs can feature presenters from groups such as the National Association for the Advancement of Hispanics, the Sons of Italy, and others unique to your community. Performers like storytellers, dancers, and musicians will attract families to the event, and displays of recommended books, videos, and recordings can encourage families to extend the experience at home. Prepare and distribute booklists for each event, using a common title such as "Telling Our Story," with picture books, fiction, and nonfiction about each group.

Dinosaur Fossil Discovery

Every librarian knows that the dinosaur section is one of the most popular areas in the library. Hold a "dinosaur day" at the library with events geared to children of different age groups. For the youngest, a dinosaur storytime can include dinosaur activities such as passing around a dinosaur "fossil" (made from plaster of paris) or helping to draw a dinosaur mural to decorate the children's room. For older children, be sure to include the latest dinosaur books and hold a "dino quiz" to test children's knowledge of the most recent dinosaur discoveries. Contact a local science museum or college and invite a dinosaur expert to share up-to-date information with children.

Computer Art and Graphics

Kids frequently know more about computers than adults—why not invite them to present a program on computer graphics for interested adults at your library?

A display of framed computer art will help to pique interest in the program. Work with a small group of kids 11-15 years old to present an introduction to computer graphics that covers recommended software, simple tips and tricks, and a showcase of computer graphics created by kids. Be sure to include a display of related books and software that the kids and adults can check out.

Extreme Sports

A program on extreme sports is sure to attract a crowd of teens and adults, including some people who have not used the library before. Invite an enthusiast to talk about training and preparing for his or her sport, or ask a local sports doctor or coach to discuss the topic. Show videos of extreme sports events, and introduce Web sites on the topic: a Yahoo search for "extreme sports" will turn up sites such as "Extreme Sports" (www.extremesports.com) or ESPN's Web site (http://espn.sportzone.com/extreme/index.html). Related books from the library's collection, such as Jon Krakauer's *Into Thin Air, a Personal Account of the Everest Disaster* (Villard, 1997), or Pat Ryan's *Extreme Skateboarding* and *Extreme Snowboarding* (both Capstone Press, 1998) can be used.

Museum Attendance

Libraries and museums are natural partners in bringing cultural and educational resources to the public. Approach a local museum to present cooperative programs: offer to supplement an upcoming exhibit with a booklist of related books and videos from the library collection; or invite a curator to present a program at the library on a current exhibit. Work with local museum staff and children in your community to put together a time capsule, to be opened at some significant future date, such as the library's or the town's anniversary.

No museums in your area? Capitalize on interest in popular exhibits, such as the "Star Wars" exhibit at the Smithsonian, or the recent opening of the new Getty Museum in Los Angeles, by offering a virtual museum tour. By highlighting videos, Web sites, and books from the art and travel sections, librarians can put together a lively program related to national or even international exhibits that will interest both parents and children.

Contact the Smithsonian Institution <http://www.si.edu/sites> to book a SITES program, a traveling exhibition of treasures from "the nation's attic." The Institute of Museum and Library Services <http://www.imls.fed.us>, an independent federal agency in Washington, D.C., encourages partnerships between museums and libraries through grants; guidelines and detailed information are also available at the Web site.

Word List for THE 1990s

Choreographer: person who arranges and directs how the dancers and actors move in a musical show

Contemporary: modern, current

Delisted: taken off the list of endangered species

Diversity: variety, different from one another

Downlisted: moved from the "endangered" to the "threatened" list

Endangered species: an animal or plant in danger of extinction

Extinct: no longer existing, died out

Extreme: much more than expected, the farthest possible point

Espresso: coffee brewed by forcing steam through finely ground, darkly roasted coffee beans

Fore: what golfers say before they hit the ball to warn others to watch out

Fossil: the remains, impression, or trace of a plant or animal from an earlier geologic time preserved in the Earth's crust

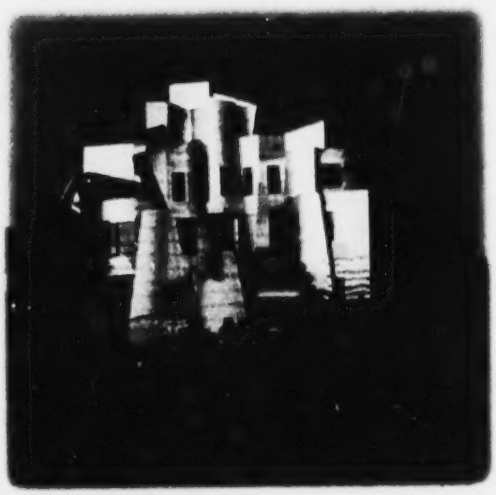
Gene: a tiny unit inside cells that helps determine traits such as eye or hair color, height, and other qualities that are inherited from parents

Habitat: the place or environment where an animal or a plant usually lives and grows

Interplanetary: between the planets, in space

Online: connected to a computer system, especially the Internet

Species: a group of individual plants or animals that share common qualities



Stylus: a pen-like device that allows the user to "draw" freehand onto a graphic tablet

Sustain: keep up, give support to

Tony Award®: award given annually by the American Theater Wing for "distinguished achievement" in the professional theater

Threatened species: a species of animal or plant that is likely within the foreseeable future to become endangered

Utility: a useful thing, something useful

Virtual: appearing to be real

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1990s Parents' Page

Your child is one of many students throughout the U.S. who is participating in Celebrate The Century,™ an exciting education program sponsored by the United States Postal Service. The Celebrate The Century™ Education Series is a modern history program that teaches kids all about the 20th century. This is the final decade in which your child can put his or her stamp on history by voting on subjects for stamps that will commemorate the 1990s. (You can vote, too.)

Voting for the '90s is special because your children know this decade. The '90s are filled with events and people they can remember. History becomes real for them! *Titanic*, *Jurassic Park*, Virtual Reality, the World Wide Web, and Inline Skating—the shows, the science, the opinions, and the fun belong to them.

THE VOTE:

Vote on the school take-home ballot, or get a ballot from your post office. Use the Internet and vote again online at <http://stampvote.msn.com>. (You can vote as many times as you like.) Use voting as an opportunity to get your child excited about stamp collecting, a wonderful educational hobby that can last a lifetime.

THE STAMPS:

From February 1999 through January 2000, the new millennium, the United States Postal Service will issue Celebrate The Century™ stamps. Explore the 1900s through the 1950s with your kids by collecting the Celebrate The Century™ stamps already issued for those decades. You can find them at your local post office or online at the U.S. Postal Service Web site <http://www.stampsonline.com>.

THE INTERNET:

Wonderful resources and fun, educational kids' Web sites are an integral part of your child's Celebrate The Century™ program at school. Here are some great 1990s kid-friendly sites to explore from home:

For a good overview of many of the ballot topics, visit Encarta® Concise Encyclopedia Online <http://encarta.msn.com/ctc>. Look for keywords and article titles. In addition, you'll find all of the lesson cards, student magazines, and topic cards from the Celebrate The Century™ education kits.

Before scientists can use gene therapy to cure diseases, they need to understand how genetics works. At the Virtual Flylab Web site <http://cdl-flylab.sonoma.edu>, kids play the role of a research geneticist and design matings between female and male fruit flies carrying one or more genetic mutations.

Parents' Page

After selecting the mutations for the two parent flies and clicking the "Mate Designed Flies" button, kids see the genetically accurate images of the parent and offspring flies.

Cultural diversity is another '90s subject, and to learn about other children around the world, your kids can join one of many projects that promote understanding among cultures. The longest running is Kidlink <http://www.kidlink.org>, which asks youth participants who join in to answer four questions. Kids can read the answers written by many other children around the world. The site also has online conversations and projects.

Kids who want their own dinosaurs after seeing *Jurassic Park* can use scissors and glue to create some fanciful paper dinosaurs. Kids can go to Download-a-Dinosaur <http://www.rain.org/~philfear/download-a-dinosaur.html> and print out the pattern for the dino they like.

For great photos from the Mars Pathfinder landing, kids can go to NASA's Jet Propulsion Laboratory <http://mars.jpl.nasa.gov/MPF/index1.html>. Then they can visit The Space Place <http://spaceplace.jpl.nasa.gov/spacepl.htm> to learn about stars, the Earth, and other space science topics by baking cookies, navigating a maze, and solving a riddle.

Check out movie trivia from the '90s on the Internet Movie Database <http://us.imdb.com>, a goldmine of information. Kids can type in a title or name and learn more about a favorite entertainer or show.

With all the recent excavations and finds of dinosaur fossils, your children can learn about archaeology, cuneiform, and more. The Royal Ontario Museum online <http://www.rom.on.ca/eyouths/funstm.html> gives instructions on making a dinosaur out of chicken bones and a mummy out of plaster of Paris, and learning about fossils, digs, and pieces of the past.

If you're looking for more great sites for kids, The American Library Association's Parents' Guide to Cyberspace <http://www.ala.org/parentspage/greatsites> lists more than 700 Web sites. It also has KidsConnect, a question-and-answer service. And there are Web sites for parents, as well. The National Parent Information Network is at <http://www.npin.org>. And Parent Soup <http://www.parentsoup.com> also offers resources, access to experts, and parent information.

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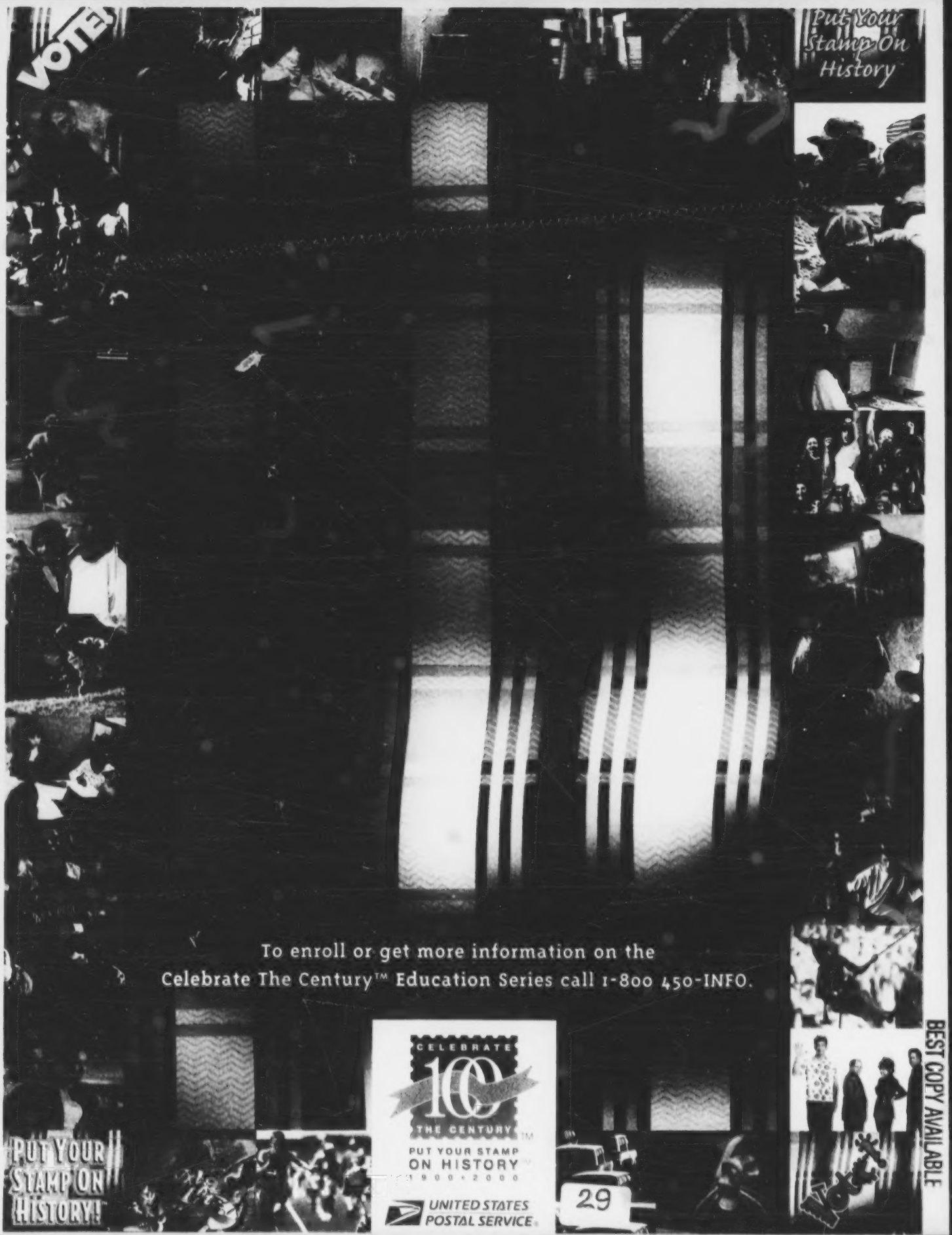

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LESSON 1

Celebrate The Century™ Vote!

Objective: Make history real for your class by voting on 1990s commemorative stamps!

The Celebrate The Century™ vote (postmarked by May 31, 1999) is a great way to get your students interested in commemorative stamps and history.

• **Begin** your lesson with a round robin. Ask your students what they remember about the 1990s. Tell them that the decade of the nineties is about to become history! Show your students the 1990s ballot and explain the Celebrate The Century™ program. Explain that they are going to learn more about the ballot topics before they vote.

Complete as many of the 1990s lessons as you can before the 1990s vote. Lesson 3 is a good starter lesson. It introduces all of the ballot topics with a fun and easy reading and writing activity. Another easy introductory activity is to explore the ballot topics online. (See Technology Extension below, as well as Web sites listed in the student magazine.)

You can use your *TimeSliders* student magazine as an in-class activity or as a take-home activity before your class votes. Many of the 1990s topics are introduced through the comic strip and games in the magazine.

Because many of you have asked us for more ballots, your 1990s Celebrate The Century™ kit includes a pad of 100 official ballots. Please do not use photocopies of the ballot. Be sure to return them in your postage-paid envelope on or before May 31, 1999.

To vote, follow instructions on page 7 of your *Resource Guide*. After your class has voted and before you collect the ballots, use the Worksheet to tally the class' votes. Please remember that the United States Postal Service judges whether or not teachers like and use the kits by the number of class votes received. As part of this lesson, or in another lesson, use the tally sheet to create a variety of graphs. (If possible, create a spreadsheet using the tally sheet categories.)

• **To conclude,** put all of the finished ballots in your postage-paid envelope and mail.

CURRICULUM CONNECTION:

Citizenship; History; Math
Technology: word processing; CD-ROM based encyclopedia; Internet access; spreadsheet
Ballot Topics: All 30
Time: One or two class periods
Materials: Ballots, pencils, postage-paid return envelope
Worksheet: See Resource Guide page 8
Teacher Prep Time: 10 minutes

• **To extend** the lesson, take a field trip to your local post office. Ask to see the newly issued 1950s Celebrate The Century™ commemorative stamps. Also take a look at *The Postal Service Guide to U.S. Stamps*. Your local postmaster may be able to talk to your students about stamp collecting.

• **Technology Extension:** Students can use a CD-ROM based encyclopedia or Encarta Concise Encyclopedia online <http://encarta.msn.com/ctc> to learn more about ballot topics. Look for keywords and article titles. Students can decide which ballot topic is their favorite and why and use the favorite stamp page on the U.S. Postal Service Web site <http://www.usps.com/ctc> to enter and print out their opinions. Students can even decorate their pages. Use these pages for a classroom bulletin board.

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LESSON 2

Let's Get Stamping!

Objective: To teach students more about stamp collecting.

In this lesson, students learn about the value of stamps and how to save stamps to preserve their value.

• **To begin,** ask your class what they know about the value of stamps. Can old stamps be valuable? Why? Distribute Worksheets A, B, and C. Tell your students that they are going to figure out which stamps on Worksheet A are more valuable, then guess at the catalog prices of the stamps.

Stamps can be valuable for several different reasons. A stamp that is rare is more valuable than a stamp that is common. A printing error on a stamp makes it more valuable, because it is unusual. And many people value stamps that don't cost very much because they like the stamp art, or the story behind the stamp. Sometimes a whole collection may be valuable because it is unique in some way.

A stamp catalog gives all kinds of information about stamps, including their prices. Stamp catalogs are available from philatelic centers, philatelic stores, and from the United States Postal Service. Note that a catalog stamp value is a guideline, not a fixed price. The condition of a stamp makes a big difference in how much the stamp is worth.

- **"Superb"**: A stamp in "superb" condition is a stamp of the finest quality. It is perfectly centered, meaning the image is placed perfectly within the white, perforated border. The color is very bright, and the gum (adhesive) is also perfect. If the stamp is used, the cancellation is light, and the stamp still seems "fresh," not battered, soiled, or faded.

- **"Fine"**: Most catalogs list prices that assume "fine" condition. A "fine" stamp has no flaws, but has average centering. The gum may have light marks on it from an album mount called a "hinge." "Fine" used stamps will have heavier cancellations and will not be as "fresh" as stamps in "superb" condition.

- **"Good"**: A "good" stamp is off-center and may have minor flaws, such as disturbed gum or tiny "thins." (A "thin" means the condition of a stamp when it has lost a little paper from being peeled off an envelope.) However, a "good" stamp should still be attractive and fairly fresh.

For used stamps, a heavy cancellation will decrease the value. Catalog prices assume a light cancellation. Sometimes a used stamp is worth more than an unused stamp. Usually, this is because there is something special about the cancellation, such as a significant date or a special type of cancellation mark. This also could mean that the stamp is worth more on the original envelope than if it were taken off. If one of your students finds an old envelope with canceled stamps, he or she might want to have it evaluated before removing the stamp.

CURRICULUM CONNECTION:

Math; History

Technology: Internet access

Ballot Topics: All 30

Time: One class period

Materials: Pencils; photocopies of worksheets

Worksheets A, B, C: See Resource Guide pages 9, 10, and 11

Teacher Prep Time: Minimal

• **To conclude** the lesson, have children complete Worksheet A. Then review the current catalog prices with them: 1: $5,000 2: $26,000 3: 25 cents 4: $40,000 5: $1,250 6: 50 cents 7: $5.50 8: $900 9: $1,100,000 10: $1.40 11: $400 12: 60 cents.

• **To extend** the lesson, create a schoolwide stamp bulletin board. Invite all students in the school to carefully clip envelopes with stamps and cancellations from the U.S. and abroad and pin them to the board. Encourage letter writing to friends and family in other countries in order to receive international stamps.

• **Technology Extension:** To learn more about stamp collecting, visit the U.S. Postal Service Stamps Online Web site <http://www.stampsonline.com/collect> and click on "About Stamp Collecting." Your students will find information on how to start their collection, what they'll need to collect, types of collections, how they can tell what a stamp is worth, and more.

Students can see all of the Celebrate The Century™ stamp images that have been issued so far by visiting the United States Postal Service Web site <http://www.usps.com/images/stamps/ctc.htm>. The images are in full color and larger than the real thing.

Students can also design their own stamps on the Celebrate The Century™ Web site <http://www.usps.com/ctc>. They can click on "Stamps," print out the stamp frame, and get creative. They can send their finished stamps to the U.S. Postal Service at Design A Stamp, 475 L'Enfant Plaza SW Room 10607, WASHINGTON DC 20260-3100.

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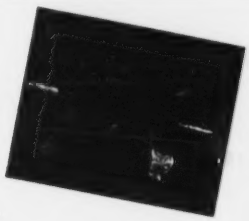
10¢
PUT YOUR STAMP
ON HISTORY
UNITED STATES
POSTAL SERVICE

LESSON 3



A '90s Round Robin Story

Objective: To acquaint children with all 30 ballot topics.

In this lesson, students read the Celebrate The Century™ Topic Cards aloud to each other and compose a fun group story.

To begin, have students sit in a circle. Set up a flip chart. Tell your students that they are going to create a round-robin story based on the Celebrate The Century™ Topic Cards. Discuss the elements of a good story with your class.

Shuffle the Topic Cards thoroughly and distribute. Ask your students to read the Topic Cards silently. When they are ready, tell them that they are each going to contribute one or more sentences to the round-robin story. The sentence must have something to do with their Topic Card. However, it does not need to repeat actual information in the Topic Card. Let the children use the Topic Card to inspire and excite their imaginations.

For example, "Sustained Economic Growth" might inspire a sentence such as, "Once there was a woman who was very rich." Junior Golf might inspire a sentence such as, "John was so nervous before the golf tournament began, that his hands were sweating." A sentence inspired by Jurassic Park might be, "Tanya and Billy heard the thundering footsteps of the T. rex."

Encourage your students to do their best to create a coherent story. The beginning of the story should establish characters and setting. The rest of the story should continue with these characters. The parts where students must make a big leap to connect their topic to the story can turn out to be funny and interesting. If a student gets stuck, ask the other students in the class to help with ideas.

Ask a volunteer to begin the story. You might follow this format:

- Student reads his/her Topic Card aloud to the class.
- Student creates a sentence to begin a story.
- Other students offer suggestions if needed.
- Teacher writes the sentence on the flip chart.
- Go on to the next child in the circle.
- That student reads his/her Topic Card aloud to the class.
- Teacher reads aloud the story so far from the flip chart.
- Student creates the next piece of the story, with or without help from classmates.

And so on.

CURRICULUM CONNECTION:

Language Arts; History; Teamwork
Technology: Internet access
Ballot Topics: All 30
Time: One class period
Materials: Topic Cards; flip chart and marker; easel (optional)
Teacher Prep Time: Five minutes

To conclude, ask someone to type up the round-robin story with a word processor. Have the class create pictures to illustrate it, and make a class book.

To extend the lesson, ask students to pick a favorite Topic Card and write an individual story based on that one Topic Card.

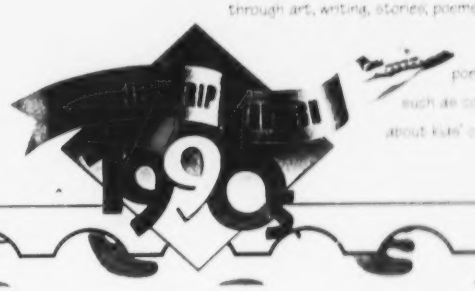
Technology Extension: Your students can submit their writing or read other students' writing from around the world at the Web sites below:

KidNews <http://www.kidnews.com> helps students from around the world understand and appreciate what happens in the lives of others. They've published more than 4,000 young authors.

MidLink Magazine® <http://longwood.cs.ucf.edu/~MidLink> is the electronic magazine created by kids, for kids in the middle and upper grades (ages 10 to 19). There is writing and artwork that links kids all over the world. Published four times a year, each issue has a different theme.

ToonaCat's Kids Club <http://toonacat.com/index.html> showcases kids' creativity through art, writing, stories, poems, home pages, and more.

ZuZu <http://www.zuzu.org> publishes creative writing, poetry, mysteries, and artwork by kids. There are themes such as courageous kids, virtual vacations, and even writings about kids' collections.



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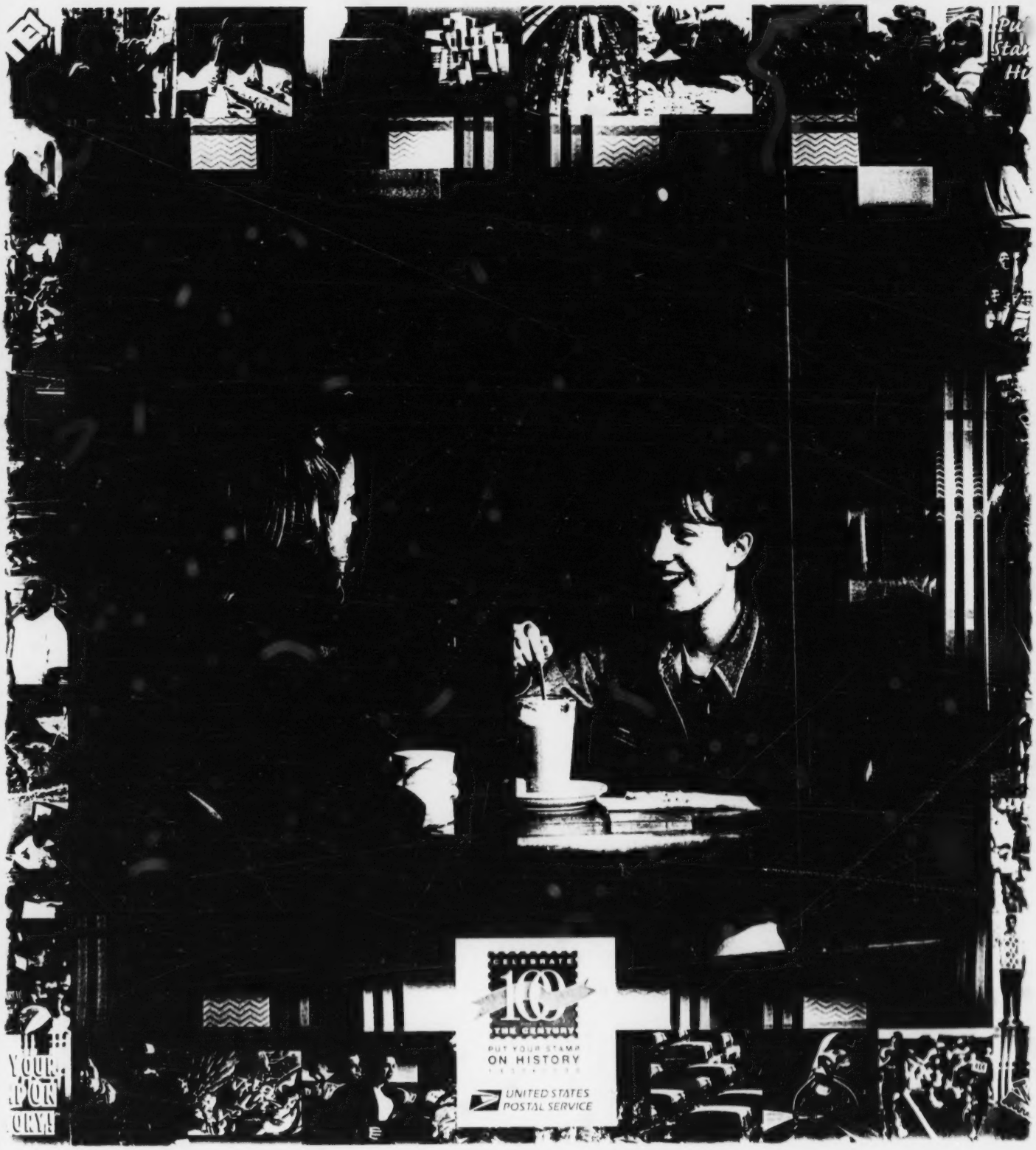

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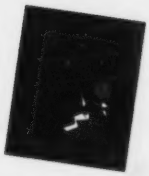
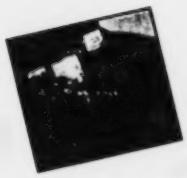
LESSON 4

Windows on the FUTURE





Objective: To be able to think imaginatively about science and technology.

In this lesson, students create "windows" on the future of today's technology.

• **To begin,** distribute the six Science & Technology Topic Cards plus Topic Cards for Computer Art and Graphics and Cellular Phones. Divide your class up into six teams. Each team will work on one topic.

Ask students to research their topics in the library and online. (To shorten this lesson, eliminate research and go on to the next step.)

In class, have teams brainstorm among themselves about how the technology of their topic will develop. What might a future cellular phone look like? Would it still use satellite technology? How might virtual reality develop? Where will gene therapy lead? If we can do all that we do now, what will be the next step? What could we do better? What might we want that we don't have yet?

Assign one team member to write down ideas. Remind your students that "brainstorming" means all ideas, no matter how "silly" or "unimportant" they might seem, are equally valuable. They should not censor themselves or each other.

As a class, share ideas and try to generate even more.

Teams should then decide what will be their "Window on the Future."

Drawing: Have each team draw a picture of their future technology on a piece of oak tag. Be sure that they draw a window frame all around the edges of the oak tag first. At the bottom, there should be a label that says "The Future" and a written explanation of the drawing and the technology.

Shade: Over the drawing (which is the "window"), there should be a "shade." Shades can be made from a larger piece of oak tag. Or, for a more ambitious alternative, buy inexpensive, roll-up window shades for each "window." Have teams label the shade with the name of the current technology and "The Present." They can draw or cut out and glue down pictures of the current technology on the window shades.

• **To conclude,** create a "Windows on the Future" bulletin board display in the hallway. Attach oak tag "windows" and cover them with the "window shade" so that passersby can lift up the "shade" to see the "window." If you purchased real window shades, mount them on the wall over a bulletin board and pull the shade down to cover the "window."

CURRICULUM CONNECTION:

Art; Language Arts; Library Research; Science; Teamwork

Technology: word processing; CD-ROM encyclopedia; Internet access

Ballot Topics: Gene Therapy; World Wide Web; Dinosaur Fossil Discovery; Interplanetary Exploration; Virtual Reality; Computer Art and Graphics; Cellular Phones; Return to Space

Time: Three class periods

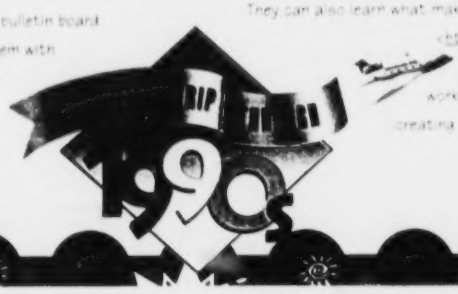
Materials: Oak tag; art materials; old magazines for cutouts; glue; pushpins; window shades (optional); Topic Cards

Teacher Prep Time: 15 minutes

• **To extend** the lesson, ask teams to write letters to the editor of the local newspaper. In their letters, they should explain their own ideas about where technology is going in the future and ask for others in the community to write back. We hope some of their letters will be published and they will get some responses!

• **Technology Extension:** Students can learn even more science and technology and have fun at the same time when they visit the online exhibits <http://www.exploratorium.edu/exhibits/index.html> at the Exploratorium, San Francisco's unique science museum. They can select from 24 online exhibits with intriguing titles like Droodles, Fading Dot, Mutant Fruit Flies, Common Cents, or Shimmer.

They can also learn what makes things work at the How Stuff Works Web site <http://www.howstuffworks.com>. There are many well-written and thorough articles that explore the workings of devices from cell phones to refrigerators to creating pages for the World Wide Web and more.



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LESSON 5

BEASTY GAME

Objective: To practice mathematical logic while learning about genetics.

In this lesson, children practice logic and probability and learn some science as they create an entertaining game.

To begin, take a look at the "Go, Go, Genes" game in the student magazine page A10. Your students are going to create and solve their own "Beasty" genetics games.

Pair your students into teams. Distribute Worksheet A. Explain the concept of dominant and recessive genes.

Worksheet A provides concrete examples of how dominant and recessive genes combine; it also asks children to estimate probability. The possible combinations are always four, because there are four chromosomes in the two pairs. However, the possible expressions of the genes will depend on the number and distribution of the dominant and recessive genes.

Distribute Worksheet B and ask your children to create their own "Beasty" game. Organize the children into teams of two. Explain that each team is going to create a "Beasty" game. Teams will then trade papers and play another team's game.

Have each team make up five "traits" for their imaginary beast that are easy to draw, such as "dominant long tentacles and recessive short tentacles," or "dominant purple horn and recessive blue horn." Encourage them to get wild and crazy with their beasts. Have them follow the directions on Worksheet C, Parts 1 and 2.

The completed Worksheet C, Part 2, is the team's "answer key." It should be kept hidden from other teams. Working from Worksheet C, Part 2, the team should draw pictures of the four sets of beasty parents, drawing each set of parents on a separate piece of paper. They should draw the four beasty children on four separate pieces of paper. (Eight pieces of paper in all.) Make sure that the traits in the drawings match the traits on the worksheets!

Finally, have teams exchange drawings. Along with the drawings, have them exchange Worksheet C, Part 1, which tells which traits are dominant and which traits are recessive. The object of the game is to figure out which child belongs to which beasty parents, based on the dominant and recessive genes.

CURRICULUM CONNECTION:

Art; Math; Science; Teamwork

Technology: Internet access

Ballot Topic: Gene Therapy

Time: One or two class periods

Materials: Paper, pencils, and crayons or markers; Worksheets A, B, and C, Parts 1 and 2

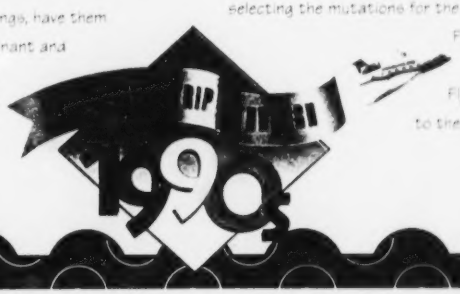
Worksheets: See Resource Guide pages 12, 13, 14, and 15

Teacher Prep Time: 15 minutes

To conclude, have the class create a bulletin board out of their "Beasty" games and challenge the whole school to figure out which children go with which parents.

To extend the lesson, investigate the latest in genetics research. (Also see, in your 1980s Kit, the Human Genome Project.) Which traits do we know the genes for? Which human traits are dominant and which are recessive? Why are scientists trying to figure out where all of our genes are?

Technology Extension: Students can visit the Virtual FlyLab at <http://cdl-flylab.oneoma.edu> where they can play the role of a research geneticist to learn the principles of genetic inheritance. They design matings between female and male fruit flies carrying one or more genetic mutations. After selecting the mutations for the two parent flies and clicking the "Mate Designed Flies" button, they get a document containing the images of the parent and offspring flies. Virtual FlyLab applies the correct rules of genetic inheritance to these mutations to get the offspring.



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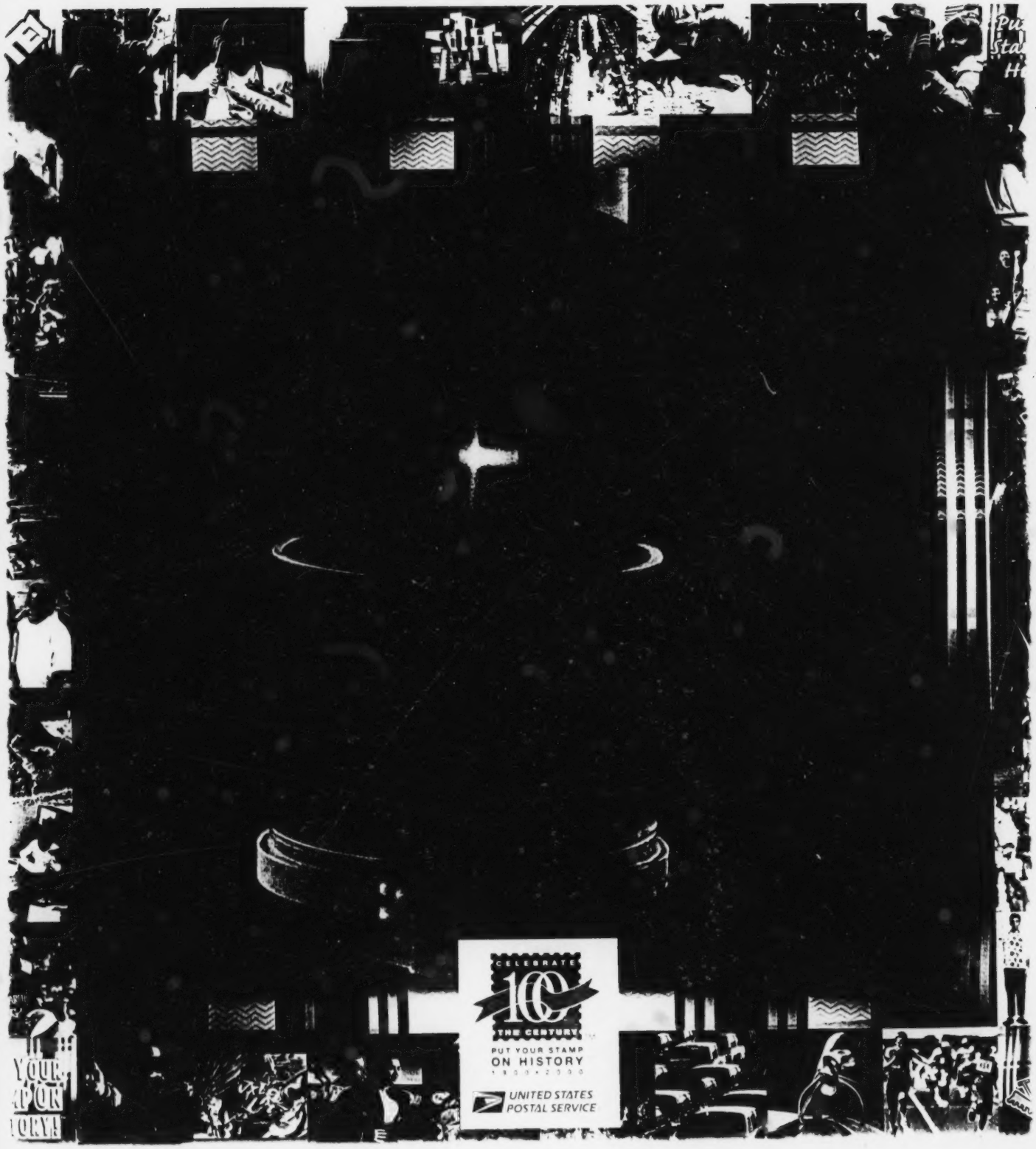

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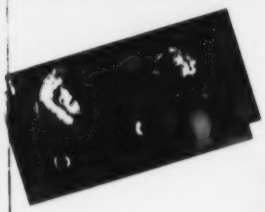
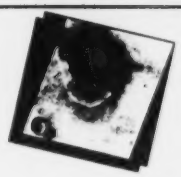


LESSON 6



Alien World

Objective: To help children better understand cultural diversity and tolerance.

In this lesson, students create new alien cultures and practice ways to overcome prejudice and discrimination.

To begin, divide your class into four teams. Ask: What makes a "culture?" What is a "culture?" Read the Cultural Diversity Topic Card and discuss American culture and cultures in other countries. You might discuss differences in language, dress, food, homes, entertainment and games, holidays, schools, and religion.

In this context, discuss prejudice and discrimination as it exists in America. What kinds of things do people do to others because of prejudice? (Teasing or discrimination because of physical disability, gender, race, nationality, language, religion, or mental disability; unequal opportunity for jobs, homes, and education; segregation of schools and facilities; etc.)

Distribute Worksheet page 16 and ask your students to imagine that they are kind aliens from another planet. They are going to emigrate to another world far, far away, because their own planet is too crowded.

- As a class, have students create, describe, and name the new world.
- In four teams, using the Worksheet as a guide, have students create four types of aliens and four alien cultures.

Once teams have finished creating their alien cultures, ask them to playact some scenarios in which the aliens learn from each other on their new planet. Students might create costumes or use face paints for the scenarios. They might have dinner together, create and bring in foods from the "home planet," talk about their home worlds, and try to find things that they each like. They might play examples of their music or show examples of their artwork. They could also explain the advantage of having different traits. (For example, one leg means buying fewer socks or having tentacles means you can get a jar open more easily or fish the last pickle out.) The more the aliens understand each other and can find things that are the same about them, instead of different, the more they will be able to overcome prejudice on their new home world.

CURRICULUM CONNECTION:

Language Arts; Social Studies; Teamwork

Technology: Internet access

Ballot Topics: Cultural Diversity; Interplanetary Exploration

Time: One or two class periods

Materials: Writing materials; costumes and makeup (optional); Worksheet

Worksheet: See Resource Guide page 16

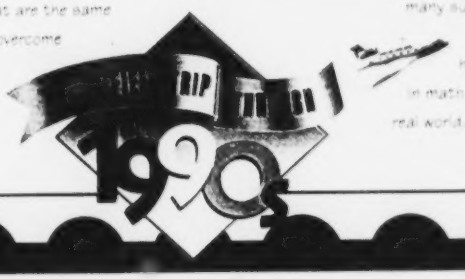
Teacher Prep Time: 15 minutes

To conclude, have the children summarize, in writing or verbally, what they can do to get to know and understand someone who seems different.

To extend the lesson, help the children investigate all the different cultures in America. If your class is diverse, ask them to get old stories and traditions from their families' places of origin. Create a class cookbook that represents your class' culturally diverse heritage.

Technology Extension: To learn about other children around the world, your students can participate in one of many online projects that promote understanding among cultures. The longest running is Kidlink <http://www.kidlink.org>, which asks everyone who joins in to answer four questions. Kids can read the answers written by many other children around the world. The site also has online conversations and projects.

See <http://www.kidlink.org/english/general/curric.html> for international projects in many subject areas. For example, in social studies your students can learn about time zones, maps, holidays, and cultures, or hunt for famous explorers. In math they can design a roller coaster or find math in the real world.



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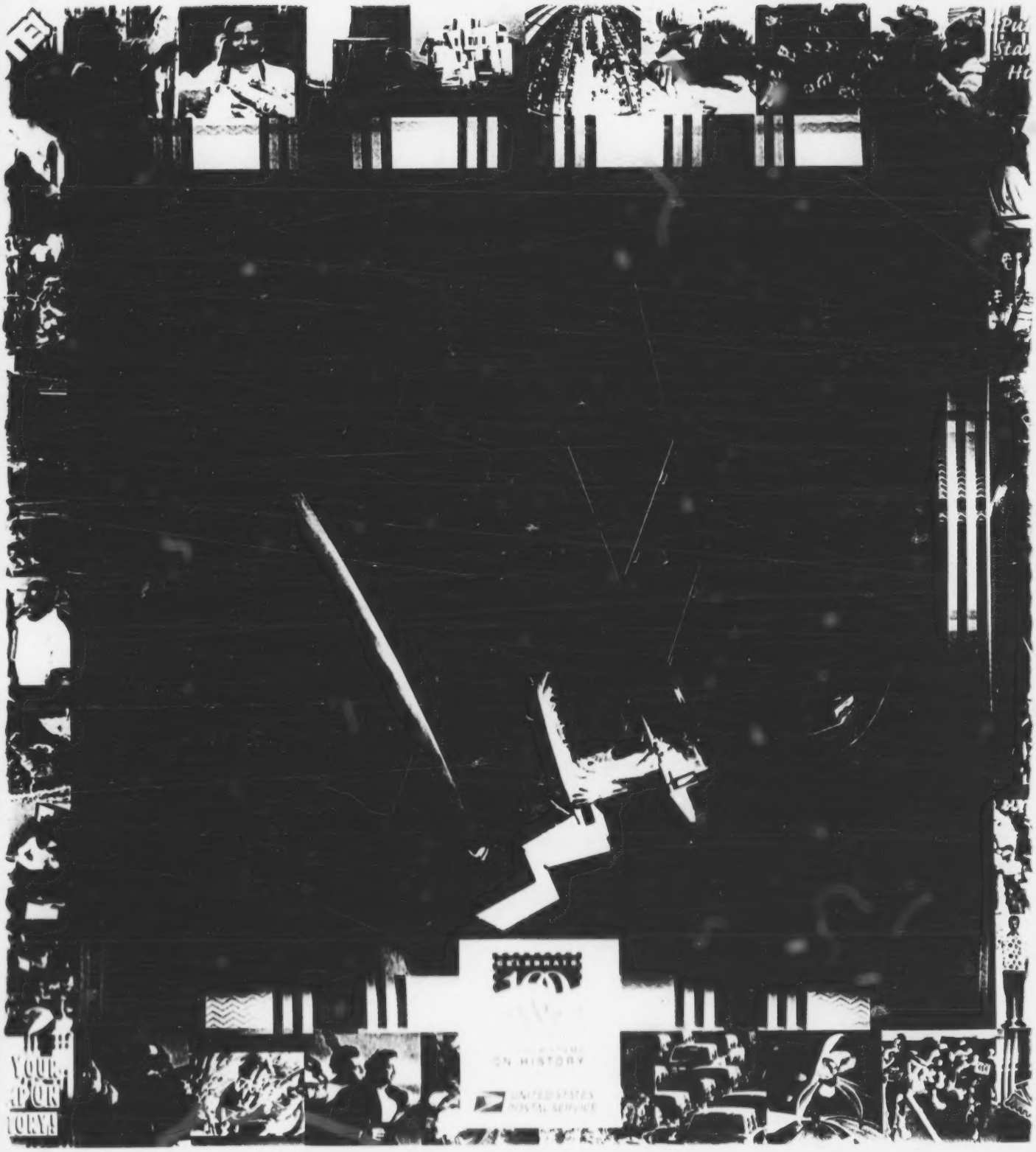

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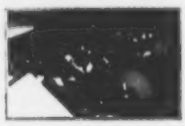
LESSON 7



YOUR MAGNIFICENT MUSEUM

Objective: To engage children in the creation of a museum.

In this lesson, students design and create their own classroom museum.

To begin, read the Topic Cards about Contemporary Architecture and Museum Attendance. Tell students that they are going to design their own "Magnificent Museum" in the classroom. If possible, take your students on a field trip to a local museum before they create their own.

- Choose a space in the classroom to be the temporary home of your museum.
- Ask children to decide what kind of museum they will create: Science? History? Stamp? Nature? Art? (You can easily fit this museum activity into any other subjects you are currently studying in class.)

Here are some museum ideas:

Communications Museum
Telephone Museum
Space Museum
Mushroom Museum
Seeds Museum
Life at the Beach Museum
Pioneers Museum
Museum of Stamps

- The displays that your students design will depend on what items they want to show. Have them begin to collect items for your museum. As well as finding real artifacts, they might create models, pictures, or mobiles.
- Once children choose their museum items, have them do some library research about their museum artifact. They then should write a brief card to explain the item displayed and tell the visitor some facts about it.
- Last, ask children to create displays for their artifacts. Paintings should be framed and hung. Artifacts and sculpture should be displayed at different heights and in different positions, so that they are distinguished from each other. Children might create displays out of cardboard boxes or hand objects covered with cloth or paper.

CURRICULUM CONNECTION:

Art; Language Arts; Library Research; History

Technology: Internet access

Ballot Topics: Contemporary Architecture; Museum Attendance

Time: Three class periods and work at home

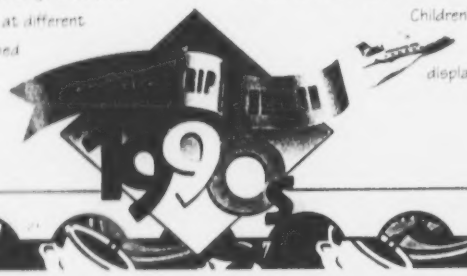
Materials: Variable

Teacher Prep Time: 10 minutes

To conclude the lesson, invite parents and other classes to visit your museum.

To extend the lesson, go multimedia! Many museums today have interactive video displays. If you can, have some of the children create short videotapes to go with their displays. The videotape might be left by the display for anyone to view on a TV. The TV and VCR for interactive use could be a part of your museum.

Technology Extension: Visit WebMuseum, Paris <http://sunsite.unc.edu/wm>, a collection of famous paintings and artists. Most artworks are exhibited in the Famous Paintings collection. Oldies & Goodies <http://fromnowon.org/museum/oldies&goodies.html> is a great resource for school virtual museums around the world. You can create your own virtual museum and find links to other school museums in The Grand List of School Virtual Museums. See instructions on How to Build the School Museum—Step by Step. At Global Children's Art Gallery™ <http://www.naturalchild.com> children from around the world have their artwork displayed. You can, too!



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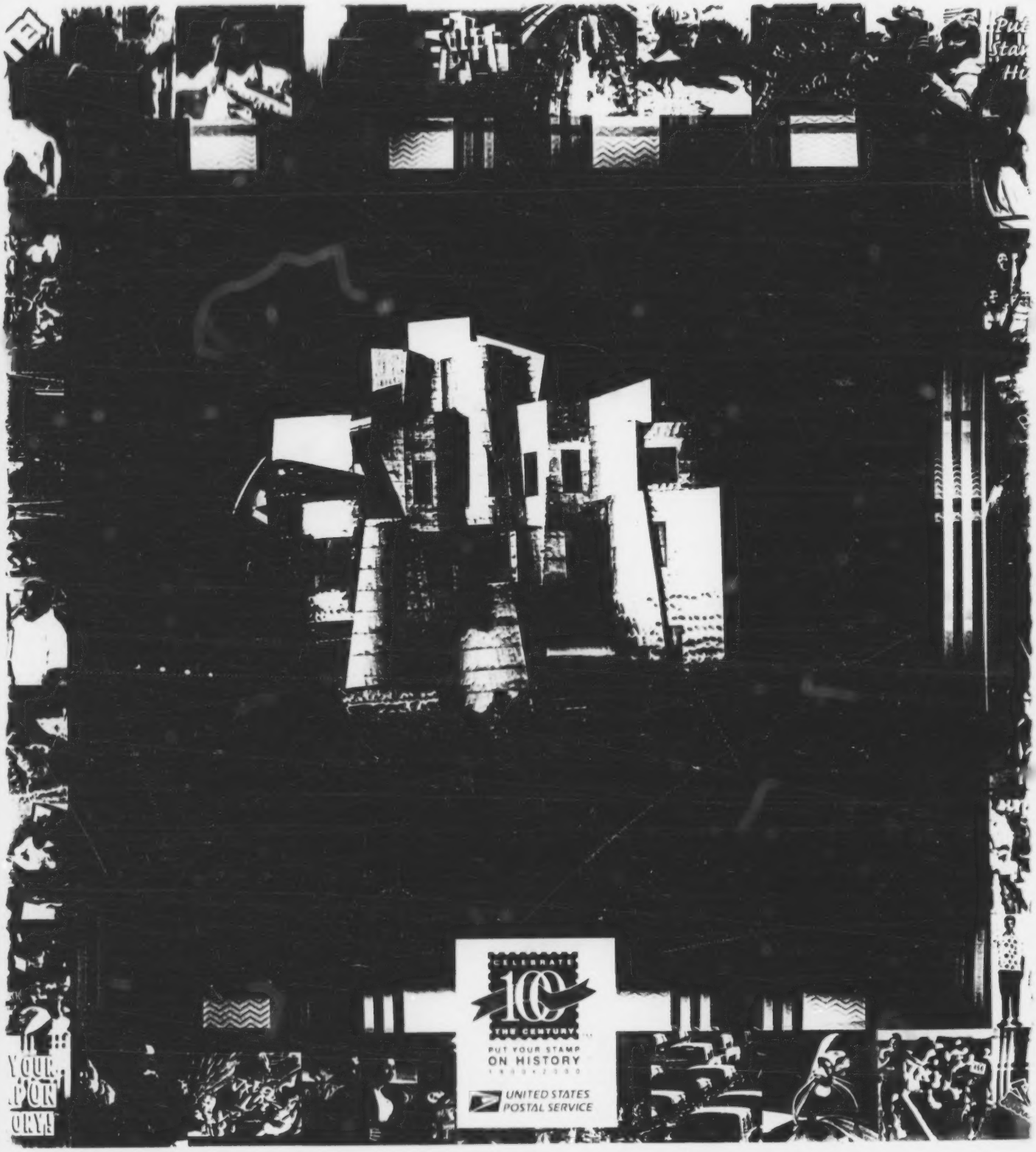

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LESSON 8

DINOSAUR DIG

Objective: To learn by teaching and giving to others.

To begin, tell your class that they are going to teach kindergarten students the latest about dinosaurs. First, they will prepare a special "dinosaur dig" for the kindergartners. Next, they will learn more about dinosaurs and 1990's developments. Then, they will decide what to teach the younger children.

To prepare your dinosaur dig, ask your students to bring in hard rubber dinosaurs. Create a container for your dig. You might use a large cardboard box or build a wooden frame and line it with plastic. Be sure to make your dinosaur dig big enough for all the students you invite.

Mix up plaster of Paris and pour in a thin layer. Scatter the toy dinosaurs. Pour more plaster of Paris into your container until the level rises to about one-half inch above the dinosaur toys.

While the plaster of Paris hardens, ask your students to do some research. What's the latest 1990s information on dinosaurs? They can search online, in recently published books, or in magazine and newspaper articles. Before "surfing" the Web using search words, you may want to use some of these useful Web sites:

- Much cool dinosaur stuff at <http://www.dinodon.com/index.html> and <http://www.ZoomDinosaurs.com>
- Smithsonian Institution exhibits at <http://photo2.si.edu/dino/dinohtml>
- NASA's Classroom of the Future" at <http://www.cotf.edu/ete/modules/msese/dinosaur.html>
- Many good books are listed at <http://www.prineclass.com/dinosaurs/resources.html>
- World of Dinosaur stamps at <http://www.usps.com/images/stamps/97>

Ask your students to print out information from the Web sites or to take notes.

Have the class share their findings when they finish their research. Decide what would be most interesting to the kindergarten students to hear about. Be sure to include the subject of being a real paleontologist who goes out on dinosaur digs!

When your dig hardens and your research is ready, invite the kindergarten students into your classroom. Be sure to let children know they may not keep the dinosaurs they find. Your students can talk to their audience about paleontology and dinosaurs, using the Internet, if possible. They should also explain the rules of the dinosaur dig: share, take turns, and be careful.

CURRICULUM CONNECTION:

Language arts; Science

Technology: Internet access

Ballot Topics: Dinosaur Fossil Discovery

Time: One week

Materials: Internet access; writing materials; one or more large cardboard boxes; large garbage bags; plaster of Paris; toy rubber dinosaurs; chisels and/or screwdrivers; a wooden mallet or a handsized building block

Teacher Prep Time: 15 minutes

Implements such as popsicle sticks, wooden spoons, or plastic spoons, should be sufficient to dig into the plaster of Paris. You can use some large, dry paintbrushes to brush away the plaster. Instruct the children to call out when they have found a dinosaur. They must then brush away the plaster and excavate slowly and carefully, so as not to damage their "fossil." More than one child can work on excavating one dinosaur.

To conclude the lesson, have a "dino-bash" party, with dinosaur-shaped treats.

To extend the lesson, ask your students to write about what it was like to be the teacher for a day! You might also partner some of your students who enjoyed interacting with the younger children into a more lasting, mentoring relationship.

Technology Extension: After you've created the dinosaur dig, create some fanciful dinosaurs out of paper. Go to Download-a-Dinosaur to find designs for easy-to-make paper dinosaurs that you can download and print out. All you need are scissors and glue. <http://www.rain.org/~philfear/downlcad-a-dinosaur.html>

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LESSON 9

HOW HAVE WE CHANGED?

Objective: To demonstrate history through stamps.

In this lesson, students compare the 1950s stamp topics to the 1990s stamp topics and discuss how Americans have changed.

To begin the lesson, remind your students that many stamps are representations of history—both ancient history and recent history. Explain that in 1998 many students and teachers from all over the U.S. voted on which stamp topics should represent the 1950s! The 1950s Celebrate The Century™ stamps that received the most votes will be issued in May. You can either purchase the 1950s stamp pane at your post office, or you can access the images on the Internet at <http://www.usps.com/images/stamps/ctc.htm>.

Find the Topic Cards from your 1950s Kit that match the winning stamp subjects. Read these aloud as your students look at the stamp images. Note: You can download the 1950s Topic Cards from Encarta® Concise Encyclopedia Online <http://encarta.msn.com/ctc>.

Some of the 1950s stamp topics are clearly mirrored in the 1990s topics. Compare and contrast the following:

Victory Over Polio (1950s) and Gene Therapy (1990s)

Tail Fins and Chrome (1950s) and Sport Utility Vehicles (1990s)

U.S. Launches Satellites (1950s) and Interplanetary Exploration (1990s) / Cellular Phones (1990s) / Return to Space (1990s)

Desegregation of Public Schools (1950s) and Improving Education (1990s)

The Korean War (1950s) and Gulf War (1990s)

Drive-In Movies (1950s) / Movies Go 3-D (1950s) and Jurassic Park (1990s) / Computer Art & Graphics (1990s)

I Love Lucy (1950s) and *Seinfeld* (1990s)

World Series® Rivals (1950s) and Women's Sports (1990s) / Baseball Records (1990s)

You might also run through some of the other 1950s Topic Cards and discuss how things are different now. You might ask some of the following questions: How are things different in the 1990s? How are things the same? What scientific or social developments occurred between the 1950s and the 1990s? How have attitudes changed? Why?

To conclude, if you did buy the stamps at the post office, ask your students to begin (or add to) your class stamp collection using the 1950s stamps. They can mount them on homemade cards (see 1950s Kit, Lesson Two), purchased Stampers™ Cards, or in a special class album.

CURRICULUM CONNECTION:

History; Language Arts; Social Studies

Technology: Internet access; word processor

Ballot Topics: All 30

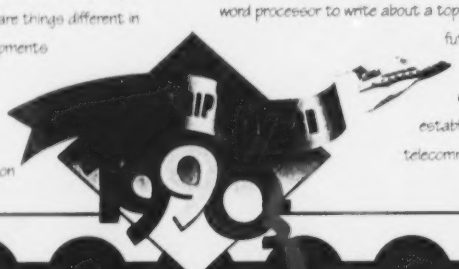
Time: One class period

Materials: Topic Cards; writing materials

Teacher Prep Time: 15 minutes

To extend the lesson either with art or writing, you might have the class create a mural in which a 1950s topic changes, decade by decade, into a 1990s topic. Or you might have each student pick a pair of topics from the '50s and the '90s to compare and contrast in a composition.

Technology Extension: Students can go to the United States Postal Service Web site at <http://www.usps.com/images/stamps/ctc.htm> to see the stamps issued so far for Celebrate The Century™. By looking at the subjects for the stamps, students can compare what was important about the various decades of this century. Which decades were peaceful? Which were stressful—either because of war or poverty? How do stamps help you understand the decade? What do you think will be the important topics in the early 21st century? What would the stamps that represent those topics look like? Use a word processor to write about a topic of your choice and then illustrate your work for a futuristic bulletin board. (Hint: Compare stamps within a theme such as Science & Technology. In the 1910s, we had the first transcontinental telephone line established. In the 1990s, everyone is online because of telecommunications.)



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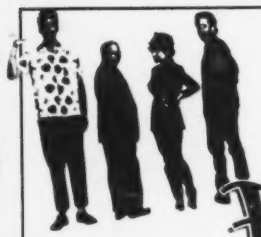
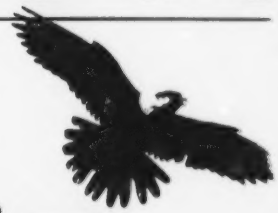


LESSON 10



Fun in the Nineties

Objective: To review the decade's history in a lively celebration.

Take a half or a whole day to celebrate the decade of the 1990s. Here are some suggestions:

- Introduce the stock market. Explain the workings of buying and selling stocks. Ask each student to choose a stock and an imaginary (but reasonable) amount of money they will invest. Then have them watch the stock for the rest of the school year. Will they make or lose money? Calculate the percentage increase or decrease.
- Make "save endangered species" bumper stickers.
- Create a diorama that represents a topic from the 1990s.
- Have a multicultural food fest at lunchtime. Ask parents to bring in some foods that are traditional to the cultures (need not be a foreign country).
- Have students brainstorm ideas on how to make their school better. Put the ideas into a letter to the principal.
- Surf the World Wide Web.
- Look at images of space taken by the Hubble Space Telescope. (Note: To view, students should click on the words or small image and the large photograph will appear on their screen.) Try these Web sites: <http://www.grinasa.gov/pictures/browse/astro.html> and <http://www.discovery.com/area/specials/hubble/hubble1.html>.
- Send a postcard to your friends and relatives from the Corbis® Web site, a collection of photographs and artwork <http://pix.corbis.com/postcard/>.
- Send an animated, musical greeting card for Mother's Day from Blue Mountain Arts <http://www.bluemountain.com/>.
- Invite one or more adult experts to talk to the class about any of the ballot topics. Ask your students what they would like to hear more about. You might invite a stockbroker, a person in the military, someone involved in school improvement, a baseball player, an astronomer, or someone who uses the World Wide Web in their work. Be sure your guest leaves time for questions and answers.
- Create a funny skit that features a character that has a clone. People keep confusing the two characters because they look exactly alike. Characters could be animals or humans. (If you want, you might base it loosely on Shakespeare's *Twelfth Night*.)
- Watch an episode of *Seinfeld* on videotape. Then have the class create a script based on kooky characters in an ordinary town. Focus on character development and story idea. If possible, show the children examples of published scripts.

CURRICULUM CONNECTION:

Art; History; Language Arts; Math; Physical Education; Social Studies; Teamwork

Technology: Internet access

Ballot Topics: All 30

Time: One half or one full day

Materials: Variable, depending on the activity

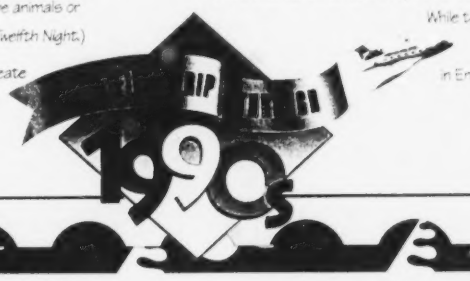
Teacher Prep Time: One or two weeks

- Bring in golf clubs and balls, and give everyone a chance to take a swing on the playground.
- Have all students who own inline skates bring them in and skate in concentric circles on the playground.

To conclude the lesson, have all of your students vote for their favorite 1990s ballot topics. If they have already voted, ask them to write a one-page essay about the 1990s and the 20th century.

To extend the lesson, have students write about what they expect the first decade of the new millennium to be like.

Technology Extension: Students can use the Internet during the activities of the day. For example, they can use "Design A Stamp" at the U.S. Postal Service Web site <http://www.usps.com/cto> to create stamps that represent their favorite ballot topic of the 1990s or to play interactive games on ballot topics. Kids can also play the Encarta Challenge game and find more information on ballot topics at the Encarta® Online Web site <http://encarta.msn.com/cto>. While they are at the Encarta® Online Web site, they can create their own games for one another from the information on ballot topics in Encarta® Concise Encyclopedia Online.



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Could your mom or dad go to work in pajamas? If they had a home office they could!

With the help of communications technology, more Americans began working at home during the 1980s and 1990s. Some workers—such as family farmers, writers, and some salespeople—have traditionally had home offices. Technology—such as personal computers, fax machines, telephones, and the Internet — has allowed others to begin doing work at home that they used to have to do in an employer's office. Working at home allows people more time for family and community activities. Some simply like working at home better than working in an office.

Many people run small businesses from their home offices. In 1992, the U.S. Census Bureau reported that about half of the nation's 17 million small businesses were home-based.

Others "telecommute," or "telework."

Telecommuters work for others. But instead of driving to an office everyday, they spend an average of two days a week working at home. They use communications technology to do their work and stay in touch with employers, fellow workers, and clients. In 1998, there were more than 15 million telecommuters in the United States.

Home offices save driving time and help the environment by reducing air and noise pollution. Some employers think that allowing people to work at home increases productivity.

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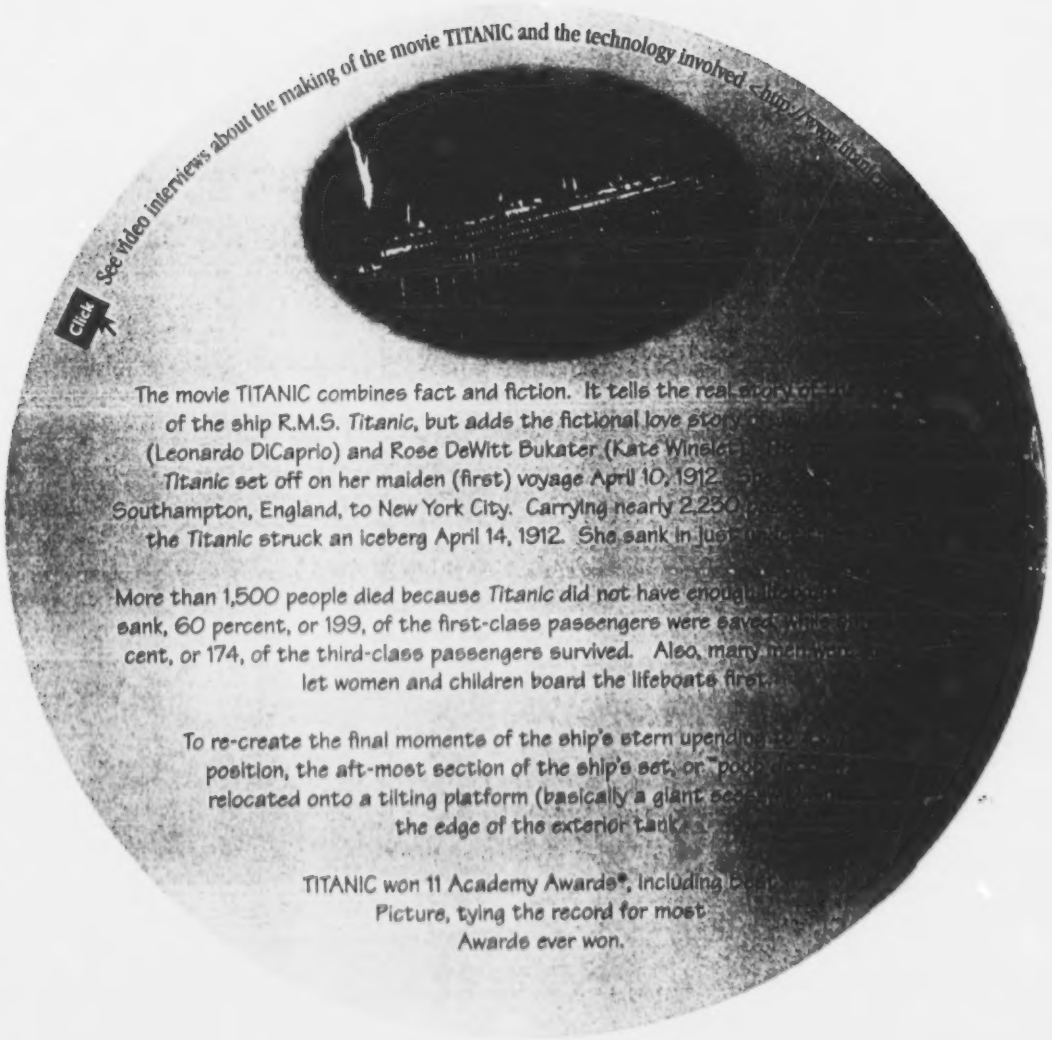
See video interviews about the making of the movie TITANIC and the technology involved
Click
The movie TITANIC combines fact and fiction. It tells the real
of the ship R.M.S. Titanic, but adds the fictional love story
(Leonardo DiCaprio) and Rose DeWitt Bukater (Kate Winsl
Titanic set off on her maiden (first) voyage April 10, 1912
Southampton, England, to New York City. Carrying nearly 2,2
the Titanic struck an iceberg April 14, 1912. She sank in jus
More than 1,500 people died because Titanic did not have enou
sank, 60 percent, or 199, of the first-class passengers were save
cent, or 174, of the third-class passengers survived. Also, many
let women and children board the lifeboats first.
To re-create the final moments of the ship's stern upend
position, the aft-most section of the ship's set, or "po
relocated onto a tilting platform (basically a giant se
the edge of the exterior tank.
TITANIC won 11 Academy Awards®, including
Picture, tying the record for most
Awards ever won.

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Find the contact person for Special Olympics in your state <http://www.specialolympics.org>
Click
"Let me win. But if I cannot win, let me be brave in the attempt." Every Special Olympics athlete takes this oath. Special Olympics athletes know a lot about bravery. That's because Special Olympics is year-round sports training and competition for individuals with mental retardation.
Special Olympics turned 30 years old in 1998. Back in 1968, Eunice Kennedy Shriver organized the First International Special Olympics Games in Chicago, Illinois. Since that time, Special Olympics has grown to include programs in nearly 150 countries. Around the world, Special Olympics holds more than 16,000 athletic events every year. Every two years, athletes gather from all over the world to compete in the Special Olympics World Games.
These games alternate between summer and winter.
As the
Olympics
about winning
sportsmanship
teamwork. The
in sports and in life.
The 1999 Special
Games will
competition
athletes from
together in North
compete in
including basketball
soccer, badminton
track and
tennis.

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Click Read about the design and architect of the Guggenheim Museum in Bilbao, Spain <http://www.bm30.es/guggenheim> and in the New York Times Magazine <http://www.ja.com/bilbao.htm>

Did you know that buildings could talk? In a way they can, because a building's design—its architecture—can actually help communicate ideas. Many buildings designed in the 1990s do just that. For example, the geometric lines of I. M. Pei's Rock and Roll Hall of Fame and Museum in Cleveland, Ohio, seem full of energy, just like rock and roll music itself.

In the 1990s, buildings are designed in many different architectural styles. Some contemporary architects make use of traditional elements such as arches and columns. This suggests the architecture of the past. Others surprise us with unexpected forms and materials that sometimes seem frozen in motion.

Some buildings designed in the 1990s demonstrate the connection between architecture and art. The Weisman Art Museum at the University of Minnesota is almost like a sculpture. It looks like a pile of curvy shapes made of shiny stainless steel. Architect Frank Gehry designed the Weisman Art Museum (photograph on front).

The spectacular Getty Center in Los Angeles uses very simple geometric forms such as squares, cubes, and cylinders. Some people think it looks like an Italian hill town. The Getty Center's architecture suggests that the art inside is from the continent of Europe.

Some of the best known contemporary architects include I. M. Pei, James I. Freed, Richard Meier, Frank Gehry, Antoine Predock, and Michael Graves.

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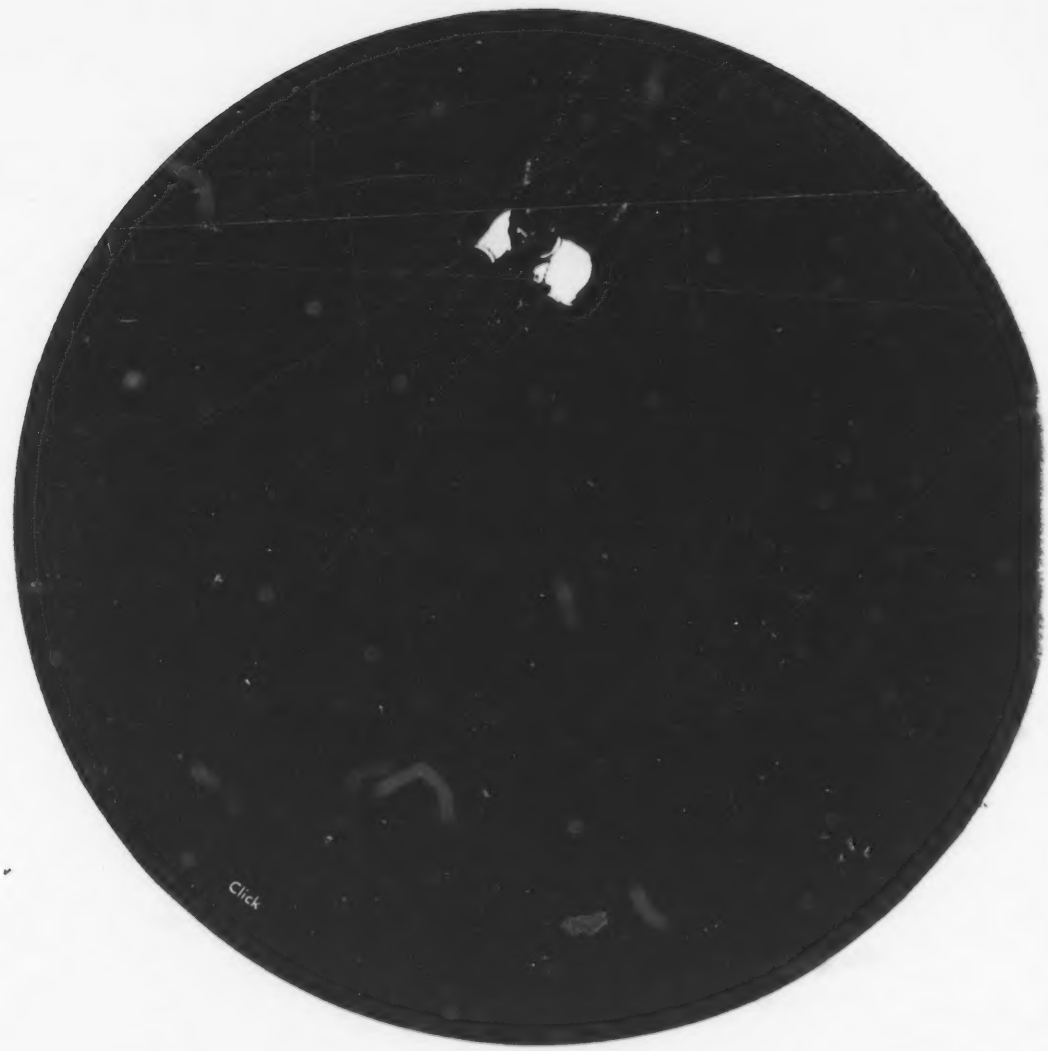

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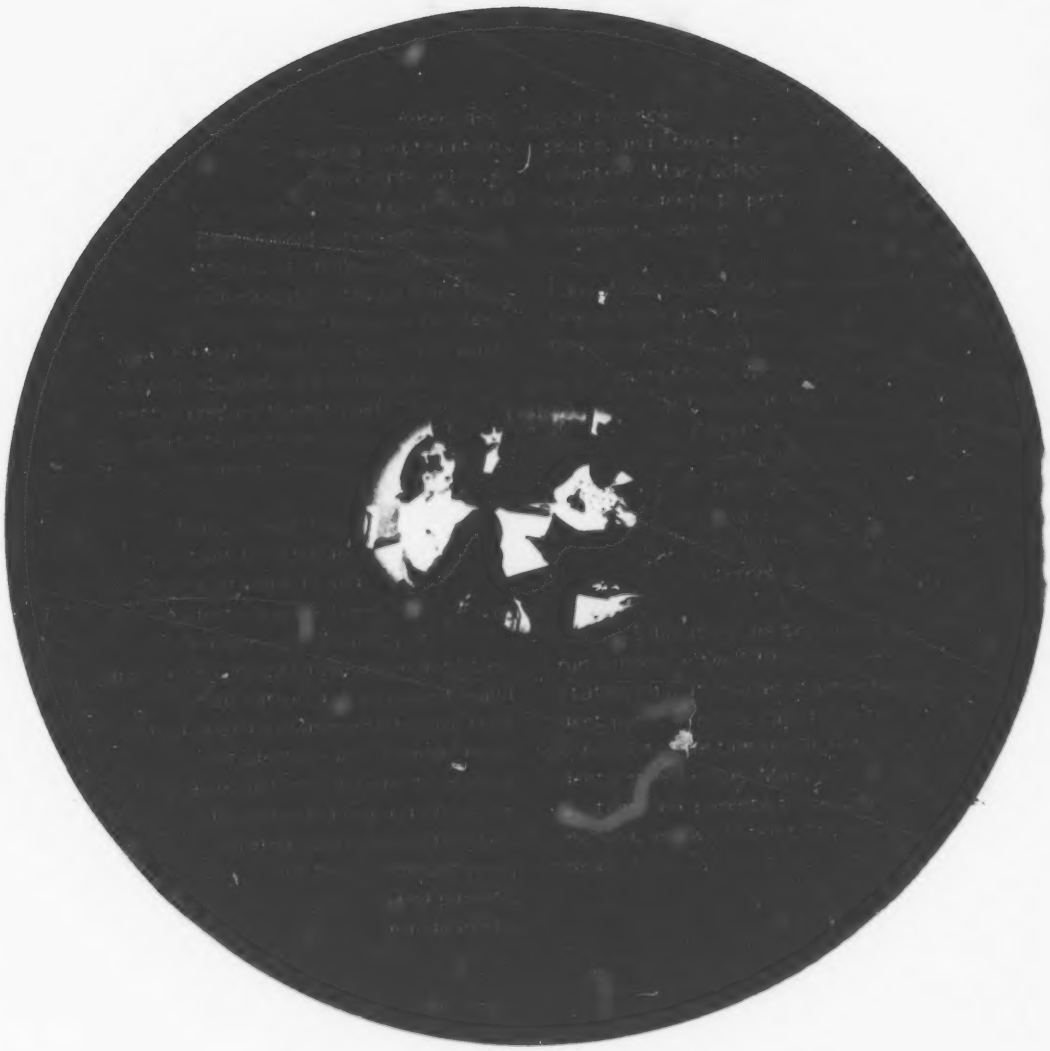

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Americans went crazy for coffee in the 1990s. They enjoyed gourmet coffee drinks at neighborhood coffeehouses and bought specialty coffee to use at home. Interest in gourmet coffee had been growing since the 1980s. This was partly because companies like Peet's Coffee & Tea® and Starbucks Coffee® helped make high-quality arabica coffee beans more widely available. Many Americans liked the taste of coffee brewed from arabica beans better than coffee made from commercial blends containing robusta beans.

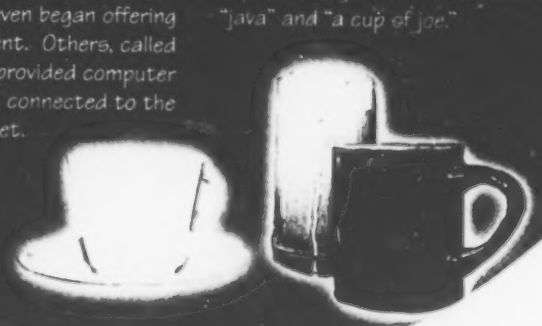
Soon coffeehouses began to spring up everywhere. They gave people a convenient place to socialize and exchange ideas. Many coffeehouses even began offering live entertainment. Others, called "cybercafés," provided computer terminals connected to the Internet.

Customers could use the computers to surf the World Wide Web and to send and receive e-mail as they sipped their favorite coffee drinks.

Some experts think that coffeehouses became popular in the 1990s was because they gave people a chance to treat themselves to an affordable luxury.

Gourmet coffee drinks are usually made from freshly roasted arabica beans. Most combine espresso with other ingredients, including flavored syrups and milk that has been steamed or foamed.

Popular slang terms for coffee include "java" and "a cup of joe."



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Grandma in a rocking chair? Not anymore! Many people used to believe that when you reached 65 years of age, you retired and became less and less active. In the 1990s, increasing numbers of older Americans—those older than 65—are proving this idea wrong. They take classes, exercise, work, enjoy hobbies, and volunteer. This is possible because older Americans are healthier and living longer than ever before. In fact, so many people are now enjoying good health and longer lives that the United States Census Bureau refers to three groups when describing old age. The "young-old" are people 65 to 74; the "aged" are 75 to 84; and the "oldest-old" describes people 85 and older.

Better health has made it possible for greater numbers of older Americans to live independently (on their own). For many, better health means they don't need others to take care of them. More older Americans are also able to afford independent living.

Longer, healthier lives allow many older Americans to continue working past the traditional retirement age of 65. Some work to keep busy, or because they need the income. Many have launched second or third careers.

Although the elderly often do develop new interests, many still stay involved with the friends, family, and activities that were important to them when they were younger.

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The Gulf War began on August 2, 1990, when military troops from Iraq invaded and occupied neighboring Kuwait. The United States and other members of the United Nations wanted to free Kuwait, because no country should be allowed to attack its neighbors. The U.S. and its allies (friends) also wanted to be sure Iraq would not invade nearby Saudi Arabia and other countries in the Persian, or Arabian, Gulf. Many people were also worried that this trouble might make it hard to get oil or cause prices to go way up, because the gulf is an important oil producing region.

For all these reasons, the U.S. first led a mission called "Operation Desert Shield." Military forces from the United States and other members of the United Nations gathered in Saudi Arabia and the gulf region. This still did not convince Iraq to leave Kuwait. So the United Nations Security Council agreed to allow military attacks if Iraq did not leave Kuwait by January 15, 1991.

Iraq still did not leave, so the U.S. and the other countries launched air and ground attacks called "Operation Desert Storm." The air attacks began January 17, 1991. On February 24, ground forces, led by U.S. Gen. Norman Schwartzkopf, moved in to drive out Iraq and restore Kuwait's independence. Only about 100 hours after the ground war started, Kuwait was freed. President Bush declared a cease-fire just six weeks after Operation Desert Storm had begun.

Click Listen to a 15-minute audio clip (or read a transcript) from *Voices in the Storm*, a BBC radio series on the Gulf War <http://www.pbs.org/wgbh/pages/frontline/gulfvoices>

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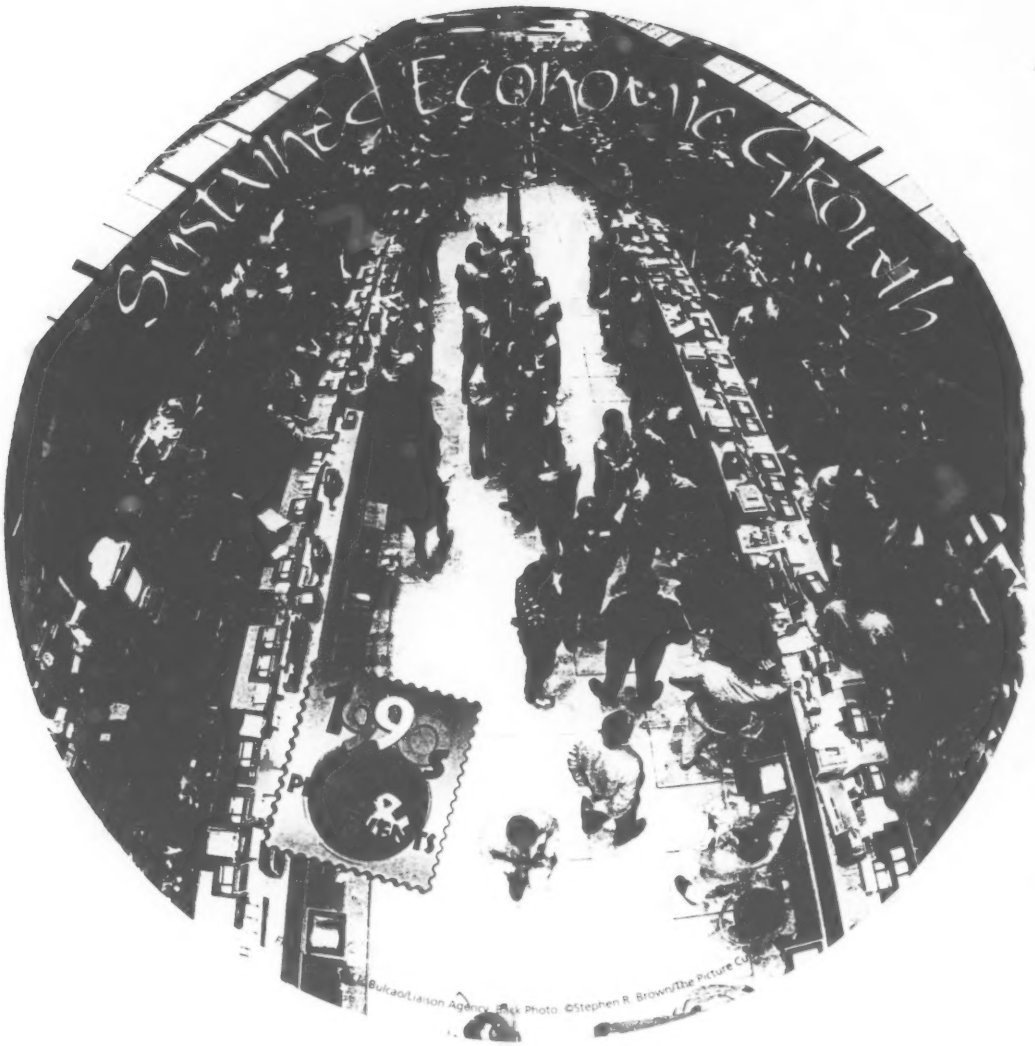

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Learn how to invest in the stock market using a real-time simulation at Edustock, a Web site created by high school students <http://library.advanced.org/3088>

During much of the 1990s, the United States has enjoyed one of the longest and strongest economic booms ever. An economic boom means the economy is growing. During the 1990s, many people's incomes have increased. Unemployment has remained low and prices have not increased much. These factors mean that people have more money to spend, save, and invest. This creates a feeling of confidence. The stock market reflects this confidence. When people "invest" in a "stock" they are buying a small piece, or "share," of a corporation. When the economy is strong and companies do well, their stock values increase. This helps create new wealth. In the 1990s, stock market values reached all-time highs.

Some people think the current economic boom may be slowing. Many experts point to economic decline in other countries as a reason for this. One reason economic problems in the rest of the world can affect the American economy is because the United States does business with other countries. Many economists think that concerns about global economic problems sent the American stock market on a roller-coaster ride in 1998: a big drop, followed by continued ups and downs.

Despite these problems, unemployment, inflation, and interest rates in the United States remain low. The American economy remains one of the strongest in the world.

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1990s
CULTURAL
DIVERSITY

Click - Read an explanation of multicultural education and rewrite it briefly in your own words or tell a story that shows this idea - http://curry.edschool.virginia.edu/go/multicultural/home.html

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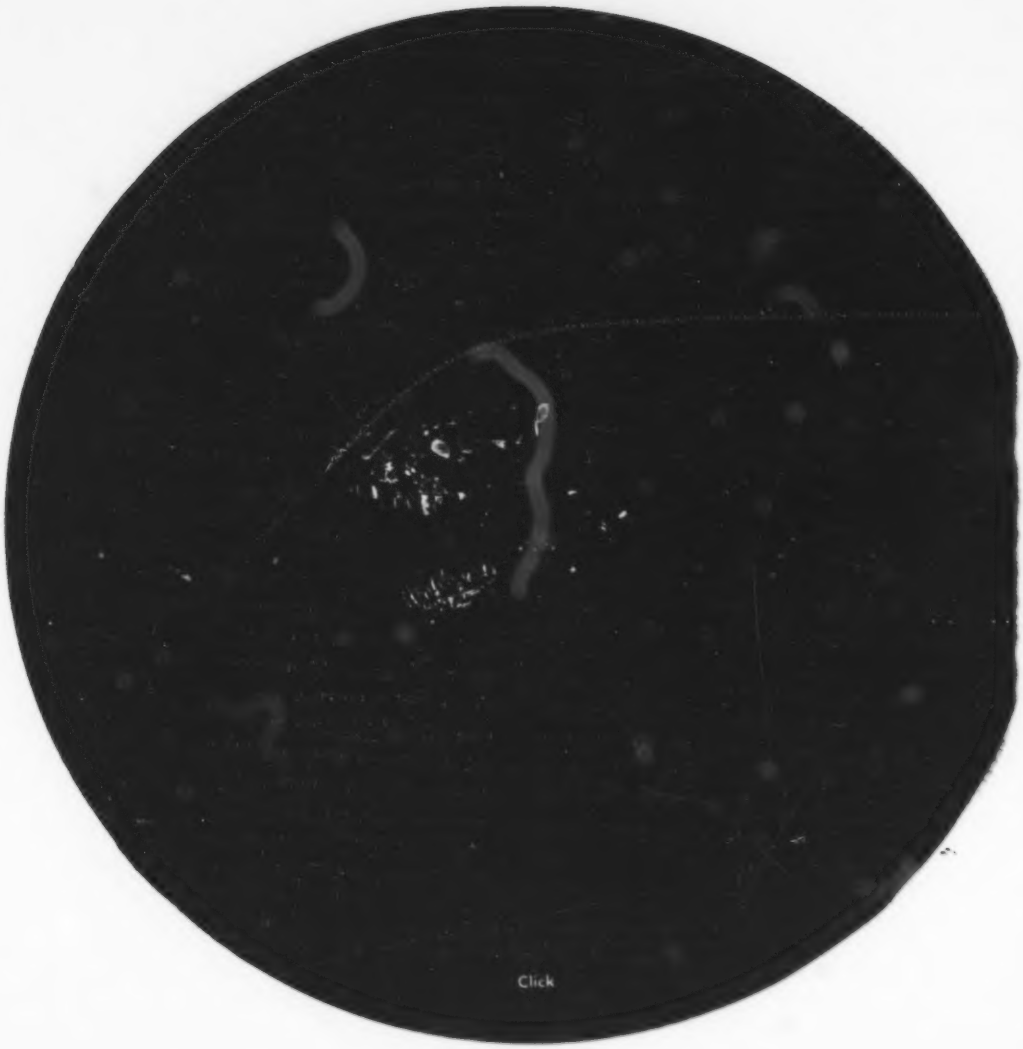

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Click here to read about Senator John Glenn's return to space in 1998 <http://www.senate.gov/~glenn/space.html>

In 1998, Senator John Glenn, the oldest astronaut ever to fly in space, helped NASA collect information on aging. Glenn has made space travel history twice. In [illegible] he was the first American to [illegible] In 1998, at the age of 77, he returned to space as a crew member of the space shuttle *Discovery*. While in space, astronauts do not feel the pull of Earth's gravity. They become weightless. Weightlessness causes astronauts to experience many of the same changes that can happen to all of us as we age. These include bone and muscle loss, problems with sleep disorders, and a weakened immune system. Glenn's participation in the *Discovery* mission gave scientists a chance to observe the effects of weightlessness on an older person. This helped them learn more about the human aging process. Since the number of Americans over age 65 is growing rapidly, this information could be especially important to scientists and doctors.

The *Discovery* crew released a spacecraft that collected information about the sun's atmosphere. They also tested equipment for the next Hubble Space Telescope service mission.

John Glenn resigned from the space program in 1964. He became a businessman in 1965. From 1975 through 1998 he represented Ohio in the United States Senate.

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Take a virtual reality trip and wander through the standing stones of England's Stonehenge <http://www.intel.com/cpc/explore/stonehenge>

Click

What's virtual reality? It's a computer-generated world that seems real! Virtual reality (VR) is the use of computers and other special tools to create a three-dimensional "virtual" world. VR has two key elements: immersion and interactivity. Immersion means people feel as though they are actually inside the computer-generated environment. Interactivity means that users can send and receive information about the virtual world. Immersion and interactivity are made possible by using special input and output devices. Output devices allow users to see and hear what is happening in the virtual world. Examples include head-mounted displays with headphones or large-screen surround displays. Input devices such as data gloves let users move around, change their viewpoint, or use virtual objects as if they were real.

VR technology has many uses. It can be used to create interactive fantasy games. Pilots, air traffic controllers, firefighters, and surgeons are sometimes trained in a virtual setting, so as not to risk lives. VR is also used to test designs for new products in order to avoid mistakes. Imagine being able to drive a concept car or test a new aircraft design before it is built. Architects also use VR applications to "walk" through a building before it is built, to be sure it is well designed. Consumers can even "use" products in a virtual showroom before buying them!

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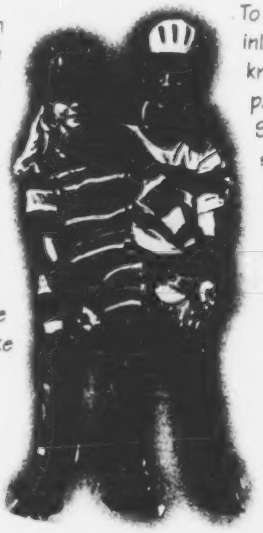
Where can you skate in your state? <http://www.inlineskating.net/fwo/skate_parks.htm> What do you need to get started? <http://www.rollerblade.com/getting_started/getting_started.html>

Click

Inline skating has been the fastest-growing sport in the country during the 1990s. More than 30 million Americans participate in some form of inline skating. Modern inline skates were developed in 1980 as an off-season training tool for ice hockey players. In 1986, Rollerblade, Inc., began promoting inline skating as a new sport, rather than just as a training activity. This set off a new recreational craze.

Many people skate for fun and fitness, but there are also several ways to compete. Competitive or "extreme" inline skating includes downhill racing and aggressive inline skating. Downhill racing is a straight speed competition. Aggressive inline skating, like skateboarding, falls into two categories: ramp and street skating. In ramp (or "vert") skating, competitors skate up and down inside a U-shaped ramp. Freestyle involves skating to music and can include jumps and spins, like figure skating on ice. Roller hockey is another popular form of inline skating. Roller hockey is like ice hockey, but it can be played on any smoothly paved surface.



To protect themselves against injury, inline skaters should wear helmets, knee pads, wrist guards, and elbow pads. The International Inline Skating Association develops safety programs and certifies skating instructors.

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WHY ARE ENDANGERED SPECIES STAMPS FLASHING? GOT TO TIMESLIDE TO SOLVE THIS MYSTERY!
• Solve a Mystery
• Save the Environment
• Play Games and TimeSlide the World Wide Web

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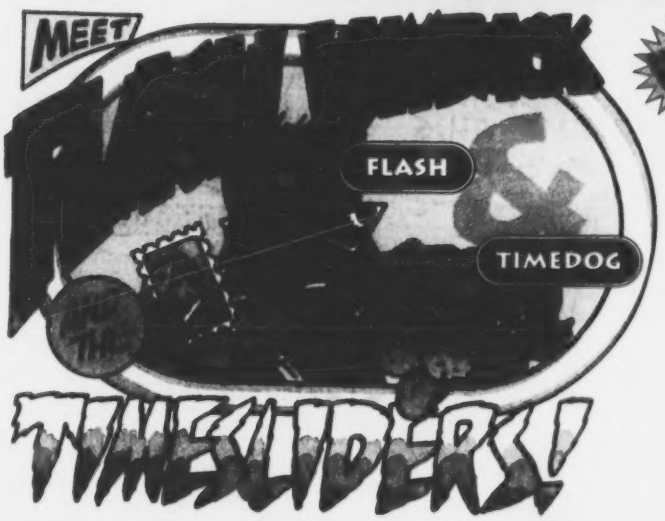
FLASH WAYBACK IS VISITING A GROUP OF KIDS WHO COLLECT STAMPS IN 1999. BOBBY AND EDDIE BROUGHT THEIR STAMP ALBUMS. JUDY'S LAPTOP IS CONNECTED TO THE WORLD WIDE WEB USING A CELLULAR PHONE.
WOW! THE U.S. POSTAL SERVICE WEBSITE HAS SOME INCREDIBLE STAMPS.
THE 1996 ENDANGERED SPECIES STAMPS ARE BLINKING.



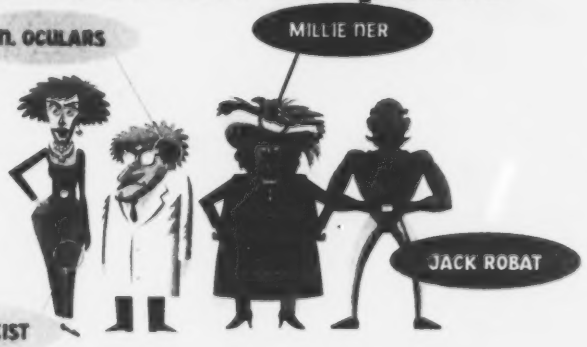
Meet a mysterious group of guardians. They are young people from all over time. They watch over history to make sure time crooks do not alter the past and destroy the future. They are called TimeSliders. Led by Flash Wayback from the year 3001, these guardians of time are bound together by their love of history and their passion for stamps.

Stamps are the key to the TimeSliders' alarm system. If a stamp image suddenly changes, or begins to fade and disappear, that means there is trouble in the past. Flash unfolds the TimeDoor, which is disguised (of course!) as a stamp. Then zap—the TimeSliders go into action.

Q: What's a "cybercafé"?

A: A coffee bar with computers so customers can surf the Web.

TimeCrook Suspects



A2

Answer to Rebus: You can find dinosaur nests at Egg Mountain, Montana.

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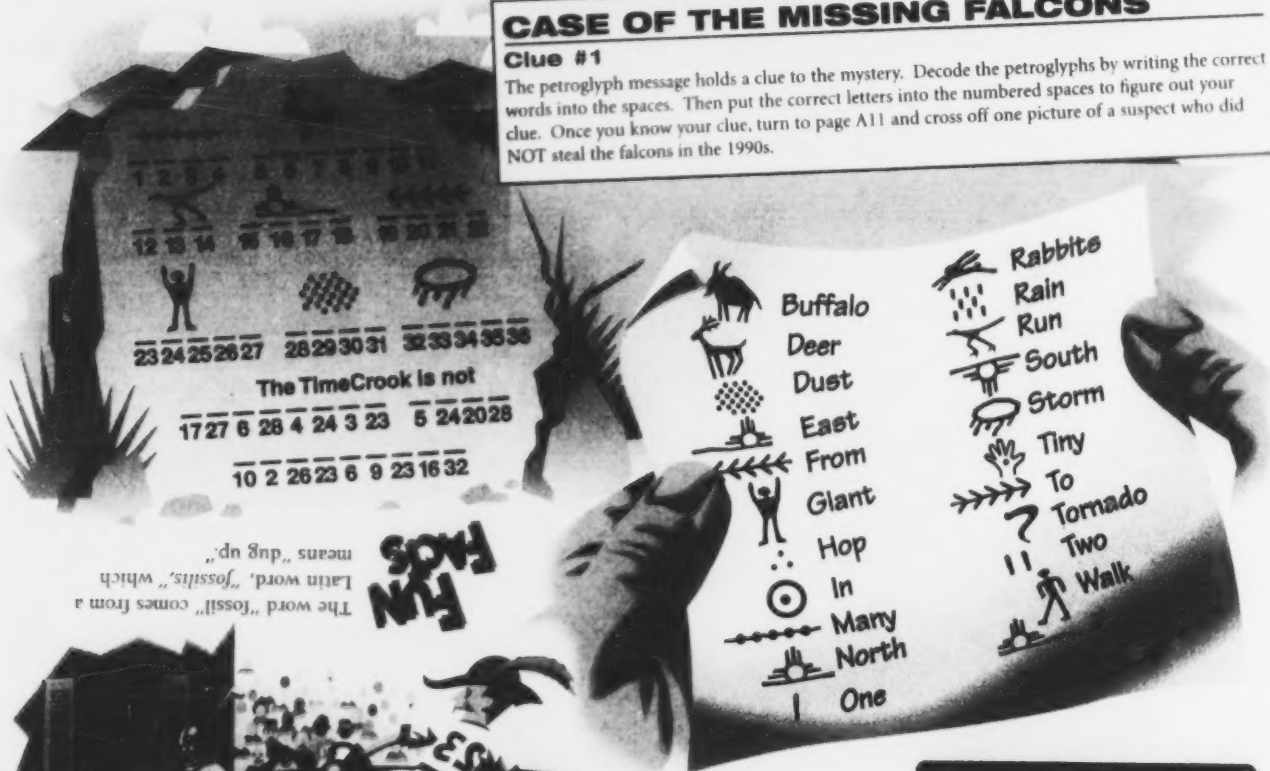
JUDY SEARCHES FOR "PEREGRINE" ON THE WORLD WIDE WEB.
PEREGRINE FALCONS ARE AN ENDANGERED SPECIES THAT IS BEGINNING TO RECOVER. AT SPECIAL CENTERS, PEOPLE BREED AND RELEASE THEM INTO THE WILD.
LOOK AT THAT NEWSPAPER ARTICLE, JUDY. "PEREGRINE FALCONS MISSING IN UTAH. POACHER SUSPECTED."

CASE OF THE MISSING FALCONS

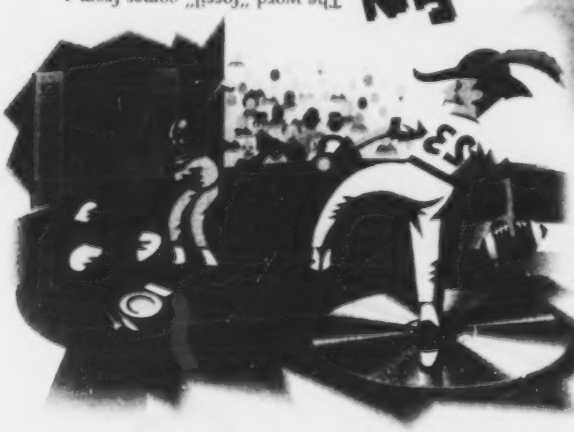
Clue #1

The petroglyph message holds a clue to the mystery. Decode the petroglyphs by writing the correct words into the spaces. Then put the correct letters into the numbered spaces to figure out your clue. Once you know your clue, turn to page A11 and cross off one picture of a suspect who did NOT steal the falcons in the 1990s.



FUN FACTS

The word "fossil" comes from a Latin word, *"fossilis,"* which means "dug up."



WHAT'S WRONG WITH THIS PICTURE?

Can you find the ten mistakes in this baseball picture?

Case of the Missing Falcons Clue #1: Studying bird languages
Answer to "What's Wrong With This Picture?": pitcher throwing football, pitcher wearing hat with feather, pitcher's number backwards, mound is CD, jug on pitcher's hand, batter wearing flippers, batter swinging golf club, batter wearing football helmet, umpire in window, home plate is dinner plate

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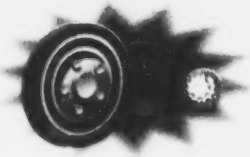
CASE OF THE MISSING FALCONS (CONTINUED)

Q: How are a golf ball and a sport utility vehicle the same?

A: They both need a good driver!



THIS PICTURE

of a far-off galaxy has some unusual shapes in it! Can you find a basketball, an inline skate, a cellular phone, and a dinosaur head?

This young golfer plans to go for the gold in her golf tournament. But she can't find the golf course! Help her get through the garden maze to the golf tournament.

A4

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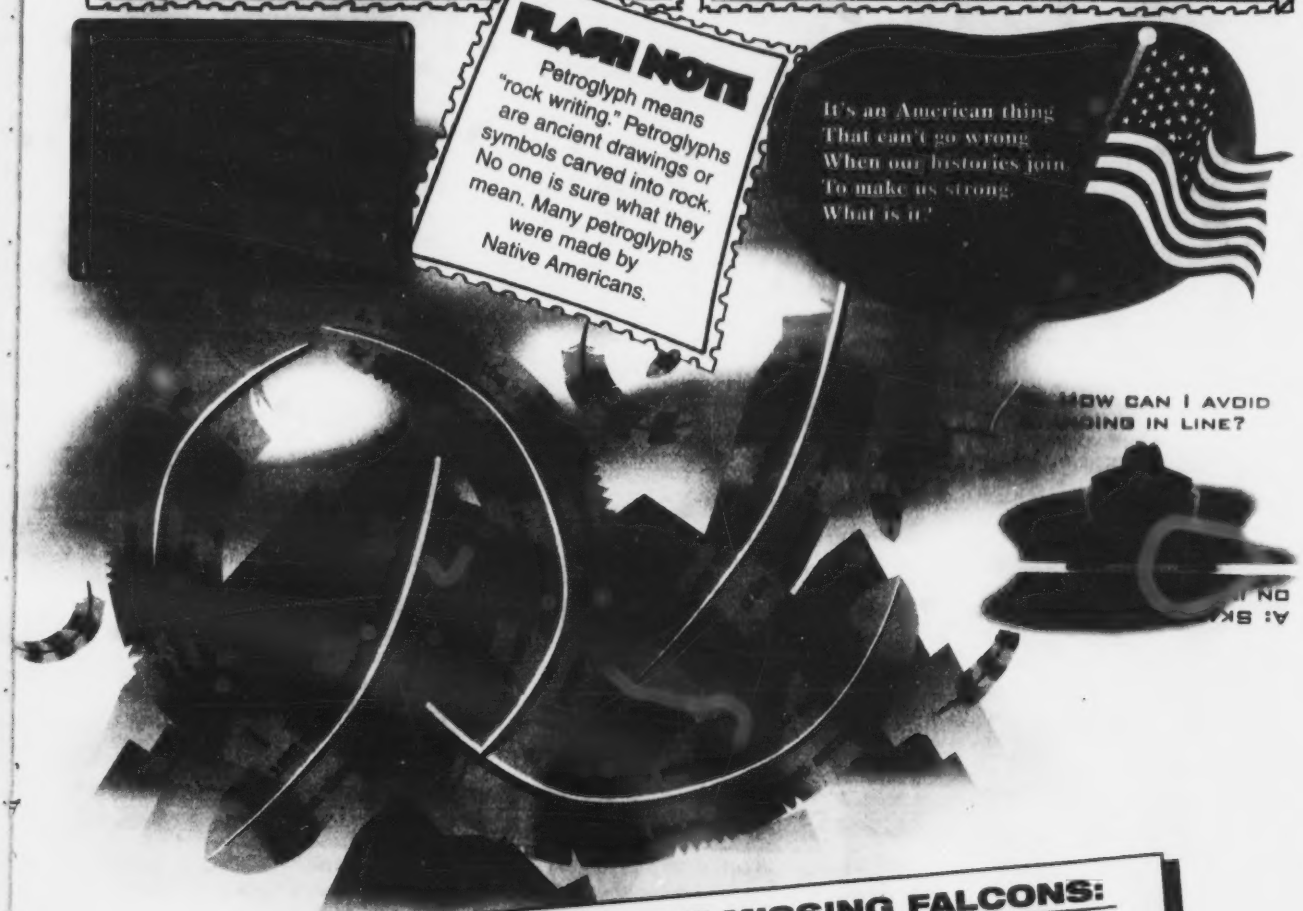
QUICK, JUDY. SEARCH THROUGH RECENT NEWS ARTICLES ABOUT PEREGRINE FALCONS. WE'LL FIND THAT CROOK!
LOOK AT THESE PETROGLYPHS. I BET MY ANCESTORS MADE THEM!
HEY, THESE PETROGLYPHS AREN'T REAL! I THINK THERE'S A CLUE HERE.
"MORE FALCONS STOLEN NEAR DINOSAUR DIG IN MONTANA." THAT'S GOTTA BE THE TIMECROOK!
LET'S SLIDE!
CONTINUED ON PAGE A8

FLASH NOTE

Petroglyph means "rock writing." Petroglyphs are ancient drawings or symbols carved into rock. No one is sure what they mean. Many petroglyphs were made by Native Americans.



CASE OF THE MISSING FALCONS:

Clue #2

Secret messages are etched into the quills of the falcon feathers. Read them and check them against your ballot topics. How many are True? How many are False?

- If 2 messages are True, then the TimeCrook does not make hats.
- If 3 messages are True, then the TimeCrook does not work in a circus.
- If 4 messages are True, then the TimeCrook does not train falcons to steal.

A5

Case of the Missing Falcons Clue #2: Messages 3 and 4 are true

Answer to "American Riddle": Cultural diversity

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People & Events

1 Improving Education

Improving the quality of public education by providing challenging learning opportunities for all students has become a nationwide priority in the 1990s. Raising scholastic standards is a shared goal among educators, parents, and legislators.

2 Cultural Diversity

The nation's cultural heritage is enriched by immigrant and minority communities. New foods, musics, and clothing styles are now a part of most Americans' daily lives.

3 Sustained Economic Growth

The American economy prospered during a period of growth and stability, marked by rising employment and a drop in inflation. The 1990s have seen the most sustained stock market value increases since the 1920s.

4 Gulf War

On August 2, 1990, Iraq invaded and occupied Kuwait. After negotiations failed, Operation Desert Storm was launched on January 17, 1991. Multinational forces led by the U.S. overwhelmed the Iraqi military and freed Kuwait within six weeks.

5 Recovering Species

Environmental conservation continues to present challenges. One notable success is the removal of the arctic peregrine falcon from the Endangered Species List in 1994. Several other formerly endangered species are thriving once again.

6 Active Older Americans

Improved health and social conditions allow many Americans over 65 to remain active in their later years. Older Americans demonstrate vitality by starting businesses, returning to school, volunteering in their communities, and training for athletic competitions.

Arts & Entertainment

7 Contemporary Architecture

Many contemporary architects combine unexpected forms and angles in surprising patterns and colors to create free-flowing, asymmetrical designs. Their dynamic buildings sometimes appear frozen in motion, rather than firmly anchored on the ground.

8 "Jurassic Park"

Moviegoers were awed by the amazingly lifelike dinosaurs featured in the motion picture thriller "Jurassic Park." The 1993 blockbuster won Academy Awards® for Best Sound, Best Sound Effects Editing, and Best Visual Effects.

9 Computer Art and Graphics

Electronic art and computer-generated animation are hot in the 1990s. Artists, graphic designers, and moviemakers use software and powerful, more affordable computers to create everything from abstract paintings to realistic dinosaurs.

10 Broadway Musicals

Bold, groundbreaking Broadway musicals featuring innovative music, dance, and subject matter revolutionized musical theater in the 1990s, attracting younger and more diverse audiences and garnering box-office success.

11 "Seinfeld"

Comedian Jerry Seinfeld and his friends Elaine, Kramer, and George entertained viewers for nine seasons in a hilarious, award-winning sitcom "about nothing." Fans delighted in "Seinfeld"'s unsentimental, offbeat look at city life.

12 "Titanic"

Adding romance and special effects to the tragic story of the ill-fated luxury liner, the 1997 movie "Titanic" shattered box-office records, ultimately grossing more than $1.8 billion in global box-office receipts.

Sports

13 Baseball Records

Major league Baseball players captivated fans by breaking and resetting two long-standing records. The longest streak of consecutive games played is now 2,632; the most home runs hit during a single season now stands at 70.

14 Extreme Sports

The extreme risks and solo thrills of cutting-edge sports captured America's younger generation in the 1990s. The decade has witnessed a growing industry of daredevil recreational pursuits such as snowboarding and BMX bicycling.

15 Women's Sports

Following the phenomenal success of American women's teams in international competitions during the 1990s, America's passion for sports has shifted to include two newly created professional women's basketball leagues.

16 Inline Skating

For several years during the 1990s, inline skating was the fastest-growing sport in the country. Young skaters led the way — from 8 million in 1993 to more than 14 million in 1995.

17 Junior Golf

The popularity of golf has soared among American youth in the 1990s. Junior golf programs enable kids everywhere to develop their game, make friends, and have fun.

18 Special Olympics

In July 1998, Special Olympics launched a yearlong, worldwide celebration to commemorate its 30th anniversary. Special Olympics programs provide year-round training and athletic competition around the world for more than a million individuals with mental retardation.

Science & Technology

19 Virtual Reality

Employing head-mounted displays or special surround displays, data gloves, and other sensors, virtual reality is used in the 1990s not only as a technology for video games, but also for applications ranging from architecture to surgery.

20 Dinosaur Fossil Discovery

In 1990, what may be the world's largest and most complete "Tyrannosaurus rex" skeleton was discovered in South Dakota. Buried for 65 million years, the fossil is nearly 90 percent complete.

21 Gene Therapy

Since 1990, more than 200 human clinical trials in gene therapy have been approved. This and future research may lead to the successful treatment of many diseases.

22 World Wide Web

The World Wide Web brings the text-based Internet to life with pictures, sound, and video. Millions of people now enjoy accessing the Internet with user-friendly Web browsers for business, entertainment, and educational purposes.

23 Return to Space

In 1998, John Glenn inspired the nation by returning to space 36 years after becoming the first American to orbit Earth. The world's oldest astronaut, Glenn helped NASA investigate similarities between the effects of weightlessness and aging.

24 Interplanetary Exploration

NASA's ambitious ten-year program to study the red planet with robotic spacecraft began in November 1996 with the launch of Mars Global Surveyor, which is scheduled to start systematic mapping of the Martian terrain in 1999.

Life Style

25 Cellular Phones

Portable cellular phones enable people to keep in touch from cars and trains—even while walking the dog. Experts anticipate there may be 500 million cell phone users by the year 2000.

26 Museum Attendance

American museums are drawing younger and bigger crowds with major exhibitions, state-of-the-art interactive displays, and after-hours cultural attractions. By the late 1990s, museum attendance nationwide exceeded 850 million visits per year.

27 Home Offices

Technological advances are making it easier for more Americans to work at home. In 1996, 30 million households had home offices. The number of telecommuters rose from 4 million in 1990 to 15 million in 1998.

28 Sport Utility Vehicles

Offering versatility, comfort, and "attitude," sport utility vehicles are favored by commuters and off-road adventurers alike. By mid-1998, SUVs had cornered 17 percent of the market for all new vehicles sold in the U.S.

29 Community Service

The 1990s saw a resurgence in the national conversation about volunteerism. Citizens, private corporations, and government agencies pledged to work together to help fight crime and improve the lives of at-risk youth.

30 Coffee

Gourmet coffee beverages such as latte, espresso, and iced cappuccino have revived the coffeehouse culture in America, as people seek out the relaxed atmosphere and easy sociability of neighborhood "java joints."

IMAGES ON BALLOT ARE NOT ACTUAL STAMP IMAGES

CASE OF THE MISSING FALCONS (CONTINUED)

THE GROUND IS COVERED WITH PEREGRINE FALCON FEATHERS.
LOOKS LIKE THE TIMECROOK HAS BEEN HERE AND GONE.
WHAT ARE THESE? CHICAGO BULLS TICKETS FROM 1996?
WAIT. PEREGRINE FALCONS NEST IN SOME OF CHICAGO'S TALL BUILDINGS. THE TIMECROOK MUST BE AT THE BULLS' GAME IN '96.

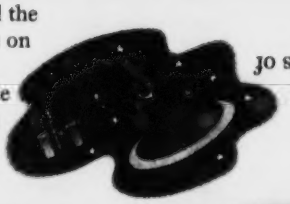
PLAY SUPER SLEUTH!

Good detectives often use fingerprints to identify a suspect. Here's how you can get and compare prints like a detective:

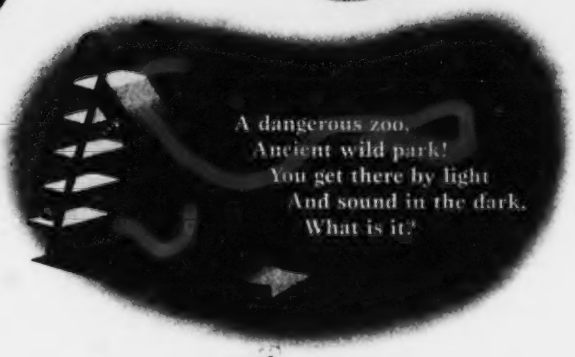
- Take prints by pressing fingertips onto an ink pad and then onto clean white paper. Be sure to label all prints with names of people. Store them carefully in file folders.
- Dust a hard surface with baby powder. Gently blow off extra powder.
- Look for fingerprints in the powder. Cover the print with a piece of clean, clear tape.
- Carefully lift the tape and print off the object.
- Press the tape onto a piece of dark paper. Now you can examine the print!

Compare the print you lifted to the fingerprints in your file. Can you figure out whose print it is? For fun, try taking fingerprints from your family and friends. Then have one person secretly move an object made of glass, plastic, pottery, or metal. Dust for prints. Identify the "thief"!

Q: How long did the astronauts practice on Earth before they repaired the Hubble Space Telescope in space?



A: Hundreds of hours

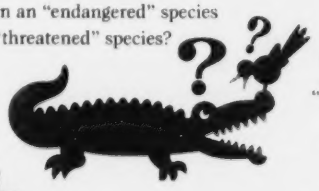


A dangerous zoo,
Ancient wild park!
You get there by light
And sound in the dark.
What is it?

COMIC CLASSIC BLOOPERS

The 1995 Katzenjammer Kids stamp on the left looks like the real stamp. The stamp on the right has five changes. Can you find them?

Q: What's the difference between an "endangered" species and a "threatened" species?



A: "Endangered" means in danger of extinction; "threatened" means likely to become endangered within the foreseeable future.

A8

Answer to "Dangerous Riddle": *Jurassic Park*
Answer to "Comic Classic Bloopers": "Katzenjammer Kids" is "Katzenjammek Rids"; "A good book" is "A cook book"; the green book on the floor is missing; the pink chair is blue; the USA under the stamp value is gone

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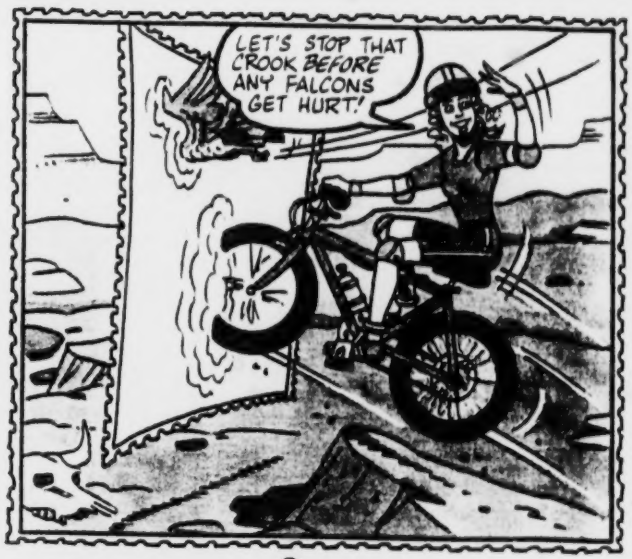

Q: What American place has the most letters?

A: The Post Office!

Mystery Riddle

It's not anywhere,
But you can stay there
for hours.
Surf quick or crawl slow—
It depends on your power.
What is it?

(The answer is one of the ballot topics)

Q: When was the first professional women's basketball league formed?

A: 1996

CASE OF THE MISSING FALCONS:

CLUE #3

The scoreboard shows a bunch of funny numbers that don't make sense. The TimeSliders realize that the numbers contain a clue. Follow the instructions below to figure out the clue.

1. Add all of the numbers that include a 2.
2. Add all of the numbers that include a 5.
3. Subtract the second total from the first.
4. Multiply this answer by 20.
5. Divide this answer by the boxed number that is second to last on the board.

- If the answer is 25, then the TimeCrook is not a known thief.
- If the answer is 75, then the TimeCrook never created hats.
- If the answer is 100, then the TimeCrook has never been on a trapeze.
- If the answer is 200, then the TimeCrook is not a scientist.

Case of the Missing Falcons Clue #3 100
Answer to "Mystery Riddle": World Wide Web

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DO YOU THINK PEREGRINE FALCONS WILL ALWAYS BE AN ENDANGERED SPECIES?
DEFINITELY NOT! THE SPECIES IS ALREADY RECOVERING VERY WELL.
YEAH -- IT WILL RECOVER AS LONG AS WE DON'T POLLUTE THE FALCON'S HABITAT AGAIN!

FLASH NOTE

There are more peregrine falcons now than at any time in the last 30 years. Should the bird still be considered endangered? Find the answer to this question, more info, and a great photo of a falcon and her chicks at <http://www.nwf.org/nwf/natlwild/peregrin.html>.

STAMPERS™ SAY

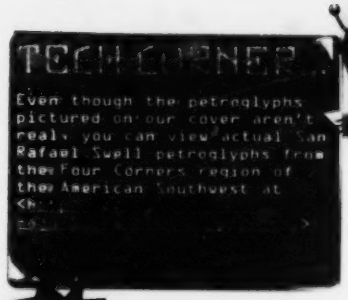
Write to the U.S. Postal Service about why you like to collect stamps. Send your picture, too, and it might turn up in a Stampers magazine. Send your letters to: Stampers Say, CTC Education Series, USPS, PO Box 44342, Washington DC 20078-0001. Here's why other Stampers like to collect stamps:

There's always something new and different to collect.
—Mike

I like the art part best.
—Sydney

TECH CORNER

Even though the petroglyphs pictured on our cover aren't real, you can view actual San Rafael Swell petroglyphs from the Four Corners region of the American Southwest at <h...



A10

GENES
Genes make you look the way you do. Half of your genes come from Mom. Half come from Dad. But some genes are dominant over others. If a dominant gene combines with a recessive gene, you may see only the dominant gene's trait.
See if you can figure out which alien child from the Planet Zurkon belongs to which alien parents by looking for the combinations of the alien dominant and recessive genes!
Alien Dominant Genes for
Purple Hair
Red Eyes
Brown Forehead Splotch
Big Eye Ridges
Pointed Ears
Alien Recessive Genes for
Green Hair
Yellow Eyes
No Forehead Splotch
No Eye Ridges
Round Ears
ZEEEBLX
OULAK
DDNNINTH
QKIITZL

Q: How fast can a peregrine falcon dive through the air?

A: More than 200 mph!

FUN FACTS

The word "peregrine," as in peregrine falcon, means "wanderer."

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Answer to "Genes": DDnninth Zonk; QKiitzl Xnithr; Zeeeblx Rredox; Oulak Vrnzop

Milliner = Somebody who designs, makes, or sells women's hats

Ornithologist = A scientist who studies birds

EXTRA

The News

EXTRA

Haberdasher = Somebody who sells things such as gloves, hats, and ties for men

ALL THE NEWS THAT'S FIT TO SEND THROUGH TIME

BASEBALL

They said it couldn't be done, but it was! In 1998, both Mark McGwire and Sammy Sosa broke Roger Maris's home run record.

MISSING DINOS

Paleontologists suspect that they have identified only about 10% of all the kinds of dinosaurs that once lived on earth!

THE BIG GUYS

Not all dinosaurs were this huge. For example, Compsognathus was the size of a chicken! Does your local museum have a dino display?

WHODUNIT?

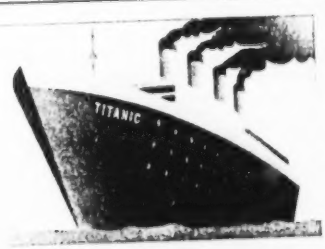
All of these suspects from the 26th century have a reason to poach falcons from the 1990s. But who really did it? To find out, complete the clues on pages A3, A5, and A9 and cross off three pictures of suspects who could NOT have done it. The suspect in the remaining picture is the TimeCrook!

HABERDASHER HORRIBLIA—Millie Ner from the year 2563 makes men's and women's hats decorated with real birds and real feathers. Did she poach falcons from the 1990s for her horrible hats?

FELONIOUS FALCONER—Jewel Heist, known TimeCrook from the year 2527, trains falcons to snatch expensive jewelry for her. She recently lost her best birds in a police raid. Did she steal falcons from the 1990s to replace her lost birds?

AERIE AERIALIST—Famed circus performer, Jack Robat from the year 2581, performs trapeze and high-wire stunts with hunting birds. He's promised a new high-flying act with 15 falcons. Did he travel to the 1990s to get the falcons he needed?

ORNERY ORNITHOLOGIST—This cranky and secretive scientist from the year 2568, B.N. Oculars, is studying raptor (hunting bird) calls. Did he travel to the 1990s and steal falcons for his strange studies?



TITANIC SWIMMING POOL

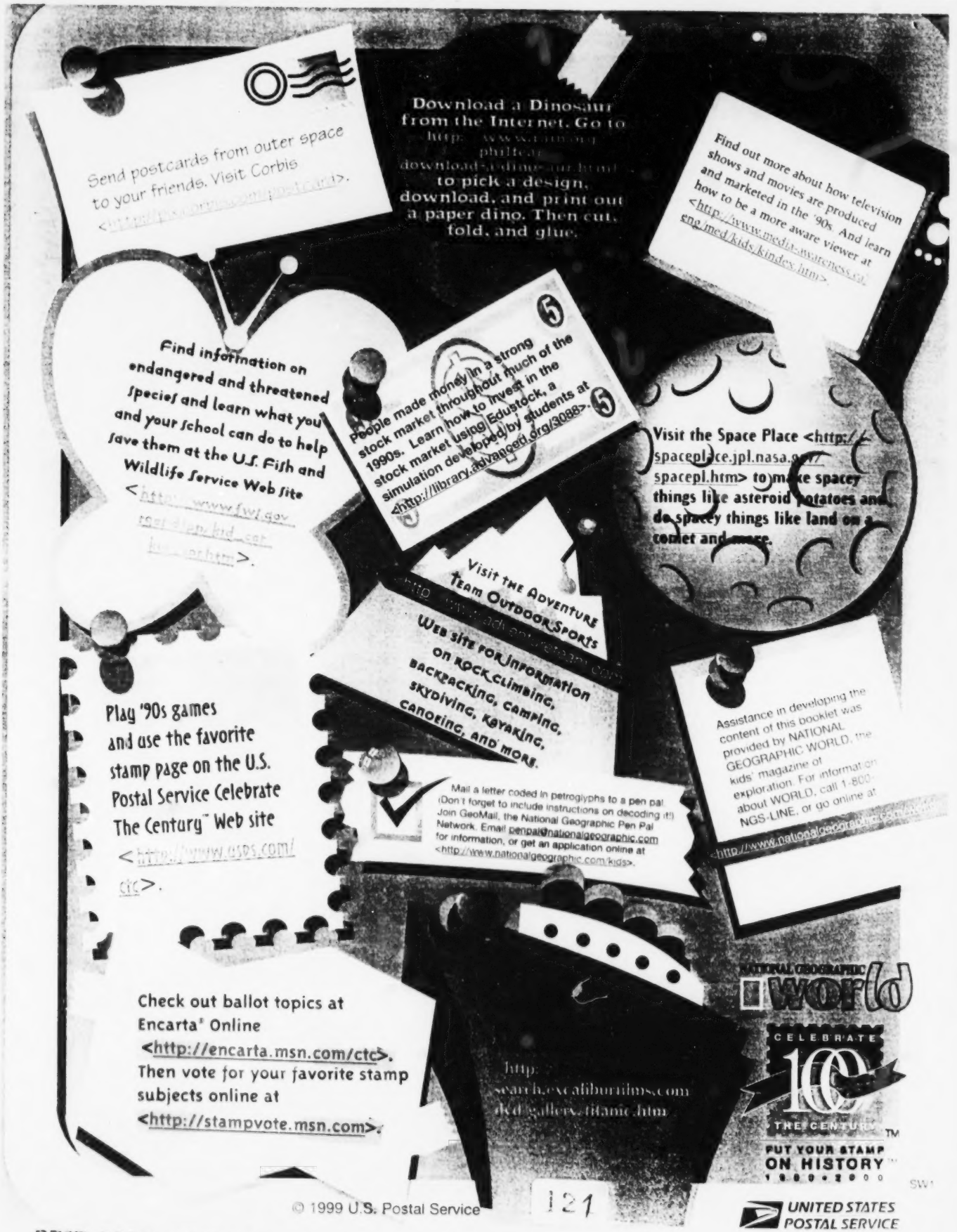
In making the movie *Titanic*, the studio built a 17-million gallon tank in Rosarito, Mexico, and sank the 775-foot-long model of the *Titanic* in the tank.

"NETSURFERS" SURFACE

People first began to "surf the Net" in the 1990s.

KIDS RULE!

A 1990s survey revealed that out of the 185 school kids and 185 successful adult business people questioned, the kids knew much more about computers and the World Wide Web than the adults did!



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VOTE HERE OFFICIAL BALLOT: VOTE IN SCHOOL

Please
Use a pen
Vote for up to [illegible] category.
Place an "X" in the box next to your choices.
➡ Do not staple, paper clip or add glue to your ballot.
➡ Postmark by May 31, 1999.

VOTE

CELEBRATE 1900

PUT YOUR STAMP ON HISTORY 1900•2000

UNITED STATES POSTAL SERVICE

1	☐	Improving Education
2	☐	Cultural Diversity
3	☐	Sustained Economic Growth
4	☐	Gulf War
5	☐	Recovering Species
6	☐	Active Older Americans
7	☐	Contemporary Architecture
8	☐	"Jurassic Park"
9	☐	Computer Art and Graphics
10	☐	Broadway Musicals
11	☐	"Seinfeld"
12	☐	"Titanic"
13	☐	Baseball Records
14	☐	Extreme Sports
15	☐	Women's Sports
16	☐	Inline Skating
17	☐	Junior Golf
18	☐	Special Olympics
19	☐	Virtual Reality
20	☐	Dinosaur Fossil Discovery
21	☐	Gene Therapy
22	☐	World Wide Web
23	☐	Return To Space
24	☐	Interplanetary Exploration
25	☐	Cellular Phones
26	☐	Museum Attendance
27	☐	Home Offices
28	☐	Sport Utility Vehicles
29	☐	Community Service
30	☐	Coffee

First Name | M.I. | Last Name

Street Address/PO Box

Street Address (continued)

City

State | ZIP + 4 | Country | Date of Birth (M M D D Y Y)

PHOTOCOPIES OF THE BALLOT WILL NOT BE ACCEPTED

1 Do you collect stamps?	Yes	No
2 What is the size of your stamp collection?	1-500	500+
3 Does any other member of your family collect stamps?	Yes	No
4 Do you collect other items like dolls, sports cards, etc.?	Yes	No

If you have an idea for a stamp, please send it to: ...

(Submissions will be considered for future stamp programs unrelated to Celebrate The Century.™)

Attention: CTC™
Citizens' Stamp Advisory Committee
United States Postal Service
475 L'Enfant Plaza SW Room 4474
Washington, DC 20260-2437

EO

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Celebrate the Century Report Card

Your feedback is important to us.
Please complete the information below.
this card separately when you mail your classroom ballots.

tl

ess

State Zip Code

hone Home E-mail Address

ress

( )

ne Fax Number

ail Address Classroom E-mail Address

Class size Position Number Years Teaching

hich you provide will be protected and only disclosed in accordance with the Privacy Act of 1974
Postal Service

Did your class vote for the 1990s?
❑ Yes ❑ No

Did you mail in your class ballots?
❑ Yes ❑ No

Which Celebrate The Century materials did you use?
❑ Teacher Lesson Cards
❑ Student Magazines
❑ Topic Cards
❑ Computer Activities
❑ Ballots
❑ Poster
❑ Resource Guide

Do you have access to the following:

In your school?
❑ Computer
❑ Internet
❑ CD-ROM
❑ VCR

In your classroom?
❑ Computer
❑ Internet
❑ CD-ROM
❑ VCR

What types of educational programs would be most appealing to you and your fellow educators?

How can we maintain excitement among teachers for an ongoing United State Postal Service education program?

Would you like to see the United States Postal Service develop and deliver ongoing education programs based on our commemorative stamp program?
❑ Yes ❑ No

What are the most effective means of communicating with you?
❑ Newsletters ❑ Internet ❑ Direct mail pieces
Other _____

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UNITED STATES POSTAL SERVICE

STAMP SERVICES
CELEBRATE THE CENTURY
475 L'ENFANT PLAZA SW RM 4474E
WASHINGTON 20260-2435

NO POST
NECESS-
IF MAILE
IN THE
UNITED

BUSINESS REPLY MAIL
FIRST-CLASS MAIL PERMIT NO. 73026 WASHINGTON DC
POSTAGE WILL BE PAID BY ADDRESSEE

CELEBRATE THE CENTURY™
UNITED STATES POSTAL SERVICE
PO BOX 44342
WASHINGTON DC 20078-0026

UNITED STATES POSTAL SERVICE

STAMP SERVICES
CELEBRATE THE CENTURY
475 L'ENFANT PLAZA SW RM 4474E
WASHINGTON 20260-2435

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UNITED S

PLACE COMPLETED BALLOTS IN HERE!

BUSINESS REPLY MAIL
FIRST-CLASS MAIL PERMIT NO. 73026 WASHINGTON DC
POSTAGE WILL BE PAID BY ADDRESSEE

CELEBRATE THE CENTURY
THE GALLUP ORGANIZATION
PO BOX 82524
LINCOLN NE 68501-9428